

ENGLISH READER

No. II.

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## CHAPTER I.

LESSONS IN WORDS OF THREE SYLLABLES.

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### LESSON 1.—*Useful Advice.*

1. Never tell an untruth.—When you are relating anything that you have seen, or heard endeavour to tell it exactly as it was.

2. Do not alter, or invent any part, to make, as you may think, a prettier story: if you have forgotten any part, say that you have forgotten it.

3. Consider well before you make a promise. If you say you will do a thing, and you do it not, you will tell a lie: and who then will trust or believe you?

4. No persons are trusted, or believed, but those who keep their promises, and who speak the truth.

5. When you have done a wrong or careless action, do not deny it, even if you are afraid you will be punished for it.

6. If you are sorry for what you have done, and endeavour to do so no more, people will very seldom be angry with you, or punish you.

7. They will love you for speaking the truth : they will think that they may always believe what you say, since they find you will not tell a lie, even to hide a fault, and to prevent yourself from being punished.

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### LESSON 2.—*The Swan.*

1. All birds that swim in the water are web-footed. Their toes are joined together by a skin that grows between them ; that is being web-footed ; and it helps the birds to swim well : for then their feet are like the fins of a fish.

2. The swan is a large bird, larger than a goose. Its bill is red, but the sides of it are black ; and it has black about its eyes. Its legs are dusky, but its feet are red, and it is web-footed.

3. Its body is all white, and very beautiful. It has a very long neck. It lives in rivers and lakes ; and eats plants that grow in the water, and seeds, and little insects.

4. It does not look pretty when it walks upon the ground, for it cannot walk well ; but when it is in the water, swimming smoothly along, arching its long neck, and dipping its white breast, with which it makes way through the water, it is the most graceful of all birds.

5. The swan builds her nest amongst the reeds and rushes. The nest is made of sticks and long grass ; and it is very large and high.

6. The eggs which she lays are white, and very large, larger a great deal than a goose's egg ; and she sits upon them for two months : then they are hatched, and the young ones come out. They are called cygnets. They are not white at first, but grayish.

7. If anybody were to come near the swan, when she is in the nest, sitting upon her eggs, or when she has young ones, she would fly at him ; for she is very fierce to defend her young : and if he were to come to take them away, she would beat him down with her strong wings, and perhaps break his arm.

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### LESSON 3.—*The Garden.*

1. One day Frank went out to walk with his mother ; and he came to a gate, that was painted green ; and he stopped at the gate, and looked between the rails of it.

2. And he saw a pretty garden, with several beds of flowers in it ; and there were nice clean gravel walks between these flower-beds, and all round the garden.

3. And against the walls of the garden there were plum-trees and cherry-trees ; and the cherries and plums looked as if they were quite ripe.



4. And Frank called to his mother, who was a little way off; and he said, "Mamma, come and look at this pretty garden: I wish I might open this gate, and go in and walk in it."

5. "My dear," said his mother, "you must not open the gate. This garden does not belong to me; and I cannot give you leave to walk in it."

6. There was a man, nailing up a net over a cherry-tree, in this garden; and he came to the gate, and opened it, and said, "Will you walk in, ma'am? This garden belongs to me; and you shall be very welcome to walk in it."

7. And Frank's mother thanked the man: and she then turned to Frank, and said, "If I take you with me, Frank, to walk in this garden, you must take care not to meddle with anything in it."

8. Frank said that he would not meddle with anything in the garden; and his mother took him into it.

9. As he walked along the gravel walks, he looked at everything; but he did not touch anything.

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#### LESSON 4.—*The Garden, (continued.)*

1. A very sweet smell came from two beds of pinks and roses; and he stood at a little distance from them, looking at them; and the man to whom the garden belonged said to him, "Walk down this narrow path, master, between the beds, and you will see the flowers better."

2. Frank answered, "I should like to come down that narrow path ; but I am afraid of coming, because the skirts of my coat, I am afraid, will brush against the flowers. I saw your coat, just now, sir, hit against the top of a flower, and it broke it."

3. Frank's mother smiled, and said, " I am glad, my dear little boy, that you are so careful not to do mischief."

4. Frank did not tread upon any of the borders ; and the person to whom the garden belonged, who was a gardener, said to his mother :

5. " I hope, whenever you come this way again, ma'am, you will walk in this garden of mine, and bring this little gentleman with you ; for I am sure, by what I see of him now, that he will not do me any mischief."

6. The gardener told Frank the names of several flowers ; and he showed him the seeds of some of these flowers : he also showed Frank how these seeds should be sowed in the ground.

7. Whilst the gardener was showing Frank how to sow seeds, he heard a noise at the gate ; and when he looked, he saw a boy, who was shaking the gate, and trying to get in.

8. The gate was locked, and the boy could not open it ; and the boy called to the gardener, and said, " Let me in ; Let me in ; won't you let me in ?"

9. But the gardener answered, " No, I will not

let you come in, sir, I assure you ; for, when I did let you in, yesterday, you meddled with my flowers, and you ate some of my cherries : I do not choose to let you in here again : I do not choose to let a dishonest boy into my garden, who meddles with what does not belong to him."

10. This boy looked very much ashamed, and very sorry, that he might not come into the pretty garden ; and he stood at the gate for some time ; but, when he found that the gardener would not let him in, he went slowly away.

#### LESSON 5.—*The Garden, (concluded.)*

1. A little while afterwards, Frank asked his mother, why she did not gather some of the pinks in this garden ; and his mother answered, " Because they are not mine ; and I must not meddle with what does not belong to me."

2. " I did not know, till now, mamma," said Frank, " that *you* must not meddle with what does not belong to you. I thought that people only said to little boys, *You must not meddle with what does not belong to you.*"

3. " My dear," said Frank's mother, " neither man, nor woman, nor children should meddle with what does not belong to them. Little children do not know this till it is told to them."

4. " And, mamma," said Frank, " what is the reason that men, women, and children should not meddle with what does not belong to them ?"

5. Frank's mother answered, "I cannot explain all the reasons to you yet, my dear. But should you like that anybody should take flowers out of the little garden you have at home?"

6. "No, mamma, I should not."

7. "And did you not see that the boy, who just now came to this green gate, was prevented by the gardener from coming into this garden, because, yesterday, the boy took flowers and fruit which did not belong to him?"

8. "You, Frank, have not meddled with any of these flowers, or this fruit; and you know the gardener said, that he would let you come in here again, whenever I like to bring you with me."

9. "I am very glad of that, mamma," said Frank; "for I like to walk in this pretty garden; and I will take care not to meddle with anything that does not belong to me."

10. Then Frank's mother said, "It is time that we should go home." And Frank thanked the gardener for letting him walk in his garden, and for showing him how to sow seeds in the ground; and Frank went home with his mother.

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#### LESSON 6.—*Second Walk to the Garden.*

1. A few days after Frank had been with his mother to walk in the garden that had the green gate, his mother said to him, "Frank, put on your hat, and come with me: I am going to the garden in which we walked two or three days ago."

2. Frank was very glad to hear this. He put on his hat in an instant, and followed his mother, jumping and singing as he went along.

3. When they were in the field, which led to the garden with the green gate, Frank ran on before his mother.

4. He came to a stile : a boy of about Frank's size was sitting upon the uppermost step of the stile. He had a hat upon his knees, in which there were some nuts ; and the boy was picking the white kernel of a nut out of its shell.

5. When the boy saw Frank, he said to him, "Do you want to get over this stile?" And Frank answered, "Yes, I do."

6. The boy then got up from the step of the stile on which he was sitting ; and he jumped down, and walked on, that he might make room for Frank to get over the stile.

7. Frank and his mother got over the stile ; and, in the path in the next field, at a little distance from the stile, Frank saw a fine bunch of nuts.

8. "Mamma," said Frank, "I think these nuts belong to that little boy, who was sitting upon the stile, with nuts in his hat : perhaps he dropped them, and did not know it. May I pick them up, and run after the little boy, and give them to him?"

9. His mother said, "Yes, my dear ; and I will go back with you to the boy." So Frank picked up the nuts ; and he and his mother went

back ; and he called to the little boy, who stopped when he heard him call.

10. And as soon as Frank came near to him, and had breath to speak, he said to the boy, " Here are some nuts, which I believe are yours : I found them in the path, near that stile."

11. " Thank you," said the boy ; " they are mine. I dropped them there ; and I am much obliged to you for bringing them back to me."

12. Frank saw that the boy was glad to have his nuts again ; and Frank was glad that he had found them, and that he had returned them to the person to whom they belonged.

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#### LESSON 7.—*Second Walk, &c. (continued.)*

1. Frank then went on with his mother ; and they came to the garden with the green gate. The gardener was tying the pinks to white sticks, which he stuck in the ground near them.

2. He did this to prevent the flowers from hanging down in the dirt, and from being broken by the wind.

3. Frank told his mother, that he thought he could tie up some of these flowers, and that he should like to try to do it.

4. She asked the gardener, if he would let Frank try to help him.

5. The gardener said he would ; and he gave Frank a bundle of sticks, and some strings : and

Frank stuck the sticks in the ground, and tied the pinks and carnations to them ; and he said, “ Mamma, I am of some use ;” and he was happy whilst he was employed in this manner.

6. After the flowers were all tied up, the gardener went to the cherry-tree, which was nailed up against the wall ; and he took down the net which was spread over it.

7. Frank asked his mother, why this net had been spread over it.

8. She told him, that it was to prevent the birds from pecking at and eating the cherries.

9. The cherries looked very ripe, and the gardener began to gather them.

10. Frank asked whether he might help him to gather some of the cherries.

11. His mother said, “ Yes, I think the gardener will trust you to gather his cherries, because he has seen that you have not meddled with any of his things without his leave.” .

12. The gardener said, that he would trust him ; and Frank was glad : and he gathered all the cherries that he could reach, that were ripe.

#### LESSON 8.—*Second Walk, &c. (concluded.)*

1. The gardener desired that he would not gather any that were not ripe ; and his mother showed Frank a ripe and an unripe cherry, that he might know the difference between them.

2. And she asked the gardener, if he would let Frank taste these two cherries, that he might know the difference in the taste.

3. "If you please, ma'am," said the gardener ; and Frank tasted the cherries, and he found that the ripe cherry was sweet, and the unripe cherry was sour.

4. The gardener told him, that the cherries, which were now unripe, would grow ripe in a few days, if they were let to hang upon the tree, and if the sun shone.

5. And Frank said, "Mamma, if you let me come with you here again in a few days, I will look at these cherries, that I may see whether they do grow ripe."

6. Frank took care to gather only the cherries that were ripe ; and when he had filled the basket, into which the gardener asked him to put them, the gardener picked out five or six bunches of the ripest cherries, and offered them to Frank.

7. "May I have them, mamma?" said Frank. His mother said, "Yes, you may, my dear."

8. Then he took them, and he thanked the gardener for giving them to him ; and, after this, he and his mother left the garden, and returned towards home.

9. He asked his mother to eat some of the cherries ; and she took one bunch ; and she said that she liked them. "And I will keep another bunch



for papa," said Frank, "because I know he likes cherries."

10. And Frank ate all the rest of the cherries, except the bunch which he kept for his father; and he said, "I wish, mother, you would give me a little garden, and some seeds to sow in it."

LESSON 14.—*Walk Home from the Garden.*

1. As they were returning home, they saw a boy in the field in which they were walking, who had something made of white paper in his hand, which was fluttering in the wind.

2. "What is that, mamma?" said Frank. "It is a paper kite, my dear," said his mother; "you shall see the boy flying this kite, if you please."

3. "I do not know what you mean by flying the kite, mamma," said Frank. "Look at what the boy is doing, and you will see."

Frank looked, and he saw the paper kite blown by the wind; and it mounted up higher than the trees, and went higher and higher, till it seemed to touch the clouds, and till it appeared no larger than a little black spot; and, at last, Frank lost sight of it entirely.

5. The boy who had been flying the kite, now ran up to the place where Frank was standing; and Frank saw that he was the same boy to whom he had returned the nuts.

6. The boy held one end of a string in his hand, and the other end of the string, Frank's mother told him, was fastened to the kite.

7. The boy pulled the string towards him, and wound it up on a bit of wood; and Frank saw the paper kite again, coming downwards; and it fell lower, and lower, and lower, and, at last, it fell to the ground.

8. The boy, to whom it belonged, went to fetch it; and Frank's mother said, "Now we must make haste, and go home."

9. Frank followed his mother, asking her several questions about the kite; and he did not perceive, that he had not his bunch of cherries in his hand, till he was near home.

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LESSON 15.—*Walk Home from the Garden,*  
(concluded.)

1. When his mother said, "There is your father coming to meet us," Frank cried, "O mamma, my cherries, the nice bunch of cherries that I kept to give him!"

2. I have dropped them—I have lost them; I am very sorry for it. May I run back to look for them? I think I dropped them whilst I was looking at the kite. May I go back to that field, and look for them?"

3. "Now, my dear," said his mother, "it is just dinner time."

4. Frank was sorry for this; and he looked

back towards the field, where he lost his cherries, and he saw the boy with the kite in his hand running very fast across the field nearest to him.

5. "I think he seems to be running to us, mamma," said Frank. "Will you wait one minute?"

6. His mother stopped, and the boy ran up to them, quite out of breath. He held his kite in one hand, and in his other hand he held Frank's bunch of cherries.

7. "Oh my cherries! thank you for bringing them to me," said Frank.

8. "You seem to be as glad as I was, when you brought me my nuts," said the boy: "you dropped the cherries in the field where I was flying my kite; I knew they were yours, because I saw them in your hand when you were looking at my kite."

9. Frank thanked the boy again for returning them to him; and his mother also said to the boy, "Thank you, my little honest boy."

10. "I was honest, mamma, when I returned his nuts to him; and he was honest when he returned my cherries: I liked him for being honest, and he liked me for being honest:—I will always be honest about everything, as well as about nuts."

11. Then Frank ran to meet his father, with the ripe bunch of cherries, and gave them to him; and his father liked them very much.

## LESSON 16.—*Honesty and Deceit.*

1. A carpenter, who had by chance dropped his axe into a river, begged of Mercury to assist him to recover it.

2. Mercury, in order to try his honesty, fished up a gold axe; but the man refused to take it, saying it did not belong to him. The next that the god brought up was a silver axe, which the carpenter refused also, for the same reason.

3. At length, however, the very axe which had fallen into the water was drawn up, and this the poor man claimed as his property; upon which Mercury, to reward his honesty, gave him all the three.

4. Another carpenter, who hoped to have the same success, threw his axe into the water, and implored Mercury to restore it to him.

5. First the gold axe, and then the silver one, was presented; but both were refused. The third, however, was accepted, being that which had been thrown into the water.

6. The knave now eagerly waited, in hopes of receiving the other two axes; but he was very much abashed when he heard Mercury say, with a stern look, "Learn, impious mortal, that the gods reward honesty, and not deceit."

7. Villains, however cunning, often fail in their intended schemes, and are justly punished for ~~for~~ impudence.

**LESSON 17.—*God glorious above all his Works.***

1. Come, and I will show you what is beautiful. It is a rose fully blown. See, how she sits upon her mossy stem, like the queen of all the flowers! Her leaves glow like fire; the air is filled with her sweet odour; she is the delight of every eye.

2. She is beautiful; but there is a fairer than she. He who made the rose is more beautiful than the rose: He is all lovely; He is the delight of every heart.

3. I will show you what is strong. The lion is strong: when he raiseth up himself from his lair, when he shaketh his mane, when the voice of his roaring is heard, the cattle of the field fly, and the wild beasts of the desert hide themselves, for he is very terrible.

4. The lion is strong; but He who made the lion is stronger than he. His anger is terrible; he could make us die in a moment, and no one could save us out of his hand.

5. I will show you what is glorious. The sun is glorious: when he shineth in the clear sky, when he sitteth on his bright throne in the heavens, and looketh abroad over all the earth, he is the most excellent and glorious creature the eye can behold.

6. The sun is glorious; but He who made the sun is more glorious than he. The eye beholdeth him not, for his brightness is more dazzling than

we could bear. He seeth in all dark places, by night as well as by day; and the light of his countenance is over all his works.

7. Who is He, and what is He called, that my lips may praise him ?

8. His great name is GOD. He made all things, but He is himself more excellent than all which he hath made : they are beautiful, but He is beauty ; they are strong, but He is strength ; they are perfect, but He is perfection.

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#### LESSON 18.—*Instincts of Animals.*

1. The instinct of some creatures is highly worthy of notice, and displays the power and wisdom of that Being who formed them.

2. The camel disturbs the water with its feet before it drinks, with an intent to render it heavy, and in consequence less fit to pass off speedily ; because, in the deserts of Arabia, being kept without food or water for whole days together, camels are used to support hunger and thirst with the greatest patience.

3. A camel can discover water, by the scent, at the distance of half a league ; and, after being long without it, will hasten towards it, before the drivers are aware that it is near.

4. If a turkey hen die while she is sitting, the cock assumes her province ; and, after the young are hatched, he tends them with the same care as the female.

5. On the approach of hounds, the female hind puts herself in the way of being hunted ; and tries to lead them from her fawn.

6. The hare doubles with great address, to evade pursuit ; and shows more art the oftener she is hunted. At times, she will leap from one furze bush to another ; by which means the scent is lost, and the dogs are misled.

#### LESSON 19.—*Desire of Mischief punished.*

1. A lion, having made too hearty a meal on the carcass of a wild boar, was seized with a violent and dangerous disorder.

2. The beasts of the forest flocked in great numbers, to pay their respects to the monarch on this occasion ; and, as the fox alone was absent, the wolf thought proper to accuse Reynard of pride, and want of gratitude to his majesty.

3. In the midst of his invective the fox entered, and, observing the lion's countenance kindling into wrath, he exclaimed, in a tone of zealous loyalty, " May the king live for ever !"

4. Then, turning towards the lion, " I see many here," said he, " who, with mere words, pretend to show their loyalty ; as for me, from the moment I heard of your majesty's illness, I employed myself night and day to find a remedy for your disease ; and I have at length been able to discover one that cannot fail of success.

5. It is the skin of a wolf, taken warm from his back, and applied to your majesty's stomach."

6. This proposal was no sooner made than it was agreed to; and, while the business was performing, the fox, with a sarcastic smile, whispered to the wolf this useful maxim: "If you would be safe from harm, learn not to contrive mischief against others."

#### LESSON 20.—*Carelessness reproved.*

1. Jane was very fond of keeping birds, silk-worms, and small animals. Whilst she attended them with care, her aunt did not forbid it. One day her aunt found the bird-cages dirty, and the glasses very nearly emptied of their water and seeds.

2. The silk-worms ~~were~~ crawling over a parcel of dead leaves, ~~seeking~~ a piece that was moist enough for them to eat.

3. The rabbits, without oats or grains, were squeaking at the grating of the hutches: her squirrel, for want of food, had got among the tea-cups, in search of some biscuits, which were kept in the cupboard; and the plates were in danger of being broken.

4. Her aunt, as soon as a proper time offered, (for she made it a rule not to reprove a child, or servant, whilst any other person was present,) told her of the state of the poor animals.



5. This so affected her, that she shed tears, and offered to give the birds and beasts their liberty ; but this her aunt would not consent to, well knowing, that, by being kept a long time in a state of confinement, they were rendered unable to provide for themselves.

6. Jane had been so busy at play with some other little girls, in dressing a doll, and riding on the rocking-horse, that she had forgotten her little animals ; but, so sensible was she of the great pain her neglect must have occasioned the poor animals, that ever since she has daily given her birds and beasts plenty of food, and kept them clean.

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LESSON 21.—*The Liar and the Boy of Truth.*

1. Frank and Robert were two little boys, about eight years old.

2. Whenever Frank did anything wrong, he always told his father and another of it ; and, when anybody asked him about anything which he had done or said, he always told the truth ; so that everybody, who knew him believed him ; but nobody, who knew his brother Robert, believed a word that he said, because he used to tell lies.

3. Whenever he did anything wrong, he never ran to his father and mother to tell them of it ; but when they asked him about it, he denied it, and said he had not done the things which he had done.

4. The reason that Robert told lies was, be-

cause he was afraid of being punished for his faults, if he confessed them.

5. He was a coward, and could not bear the least pain ; but Frank was a brave boy, and could bear to be punished for little faults : his mother never punished him so much for such little faults, as she did Robert for the lies which he told, and which she found out afterwards.

6. One evening, these two little boys were playing together in a room by themselves : their mother was ironing in a room next to them, and their father was out at work in the fields : so there was nobody in the room with Robert and Frank ; but there was a little dog, Trusty, lying by the fire side.

7. Trusty was a pretty, playful little dog ; and the children were very fond of him.

8. "Come," said Robert to Frank, "there is Trusty lying beside the fire, asleep ; let us go and awake him, and he will play with us."

9. "O yes, do let us," said Frank. So they both ran together towards the hearth, to waken the dog.

10. Now there was a basin of milk standing upon the hearth ; and the little boys did not see whereabouts it stood ; for it was behind them. As they were both playing with the dog, they kicked it with their feet, and threw it down ; and the basin broke, and all the milk ran out of it over the hearth and about the floor.

LESSON 22.—*The Liar and the Boy of Truth,*  
(continued.)

1. When the little boys saw what they had done, they were very sorry and frightened ; but they did not know what to do : they stood for some time, looking at the broken basin and the milk, without speaking.

2. Robert spoke first. “So we shall have no milk for supper to-night,” said he : and he sighed, —“No milk for supper ! why not ?” said Frank ; “is there no more milk in the house ?”

3. “Yes, but we shall have none of it ; for, do not you remember, last Monday, when we threw down the milk, my mother said, we were very careless, and that the next time we did so, we should have no more ? and this is the next time ; so we shall have no milk for supper to-night.”

4. “Well then,” said Frank, “we must do without it, that’s all ; we will take more care another time : there’s no great harm done ; come, let us run and tell mother.”

5. “You know she bade us always tell her directly when we broke anything ; so come,” said he, taking hold of his brother’s hand.

6. “I will come, just now,” said Robert, “don’t be in such a hurry, Frank : can’t you stay a minute ?” So Frank stayed ; and then he said, “Come now, Robert.” But Robert answered, “Stay a little longer ; for I dare not go yet—I am afraid.”

7. Little boys, I advise you never to be afraid to tell the truth : never say, “ *Stay a minute,*” and “ *Stay a little longer ;*” but run directly, and tell what you have done that is wrong.

8. The longer you stay, the more afraid you will grow ; till at last, perhaps you will not dare to tell the truth at all. Hear what happened to Robert.

9. The longer he stayed, the more unwilling he was to go and tell his mother that he had thrown the milk down ; and at last he pulled his hand away from his brother, and cried, “ I won’t go at all : Frank, can’t you go by yourself ?”

10. “ Yes,” said Frank, “ so I will ; I am not afraid to go by myself ; I only waited for you out of good nature, because I thought you would like to tell the truth too.”

11. “ Yes, so I will ; I mean to tell the truth when I am asked ; but I need not go now, when I do not choose it ; and why need you go either ? Can’t you wait here ? Surely my mother can see the milk when she comes in.”

### LESSON 23.—*The Liar and the Boy of Truth,* (continued.)

1. Frank said no more ; but, as his brother would not come, he went without him.

2. He opened the door of the next room, where he thought his mother was ironing ; but when he

went in he saw that she was gone ; and he thought she was gone to fetch some more clothes to iron.

3. The clothes, he knew, were hanging on the bushes in the garden ; so he thought his mother was gone there ; and he ran after her, to tell her what had happened.

4. Now whilst Frank was gone, Robert was left in the room by himself ; and all the while he was alone he was thinking of some excuses to make to his mother ; and he was sorry that Frank was gone to tell her the truth.

5. He said to himself, " If Frank and I both were to say, that we did not throw down the basin, she would believe us, and we should have milk for supper. I am very sorry Frank would go to tell her about it."

6. Just as he said this to himself, he heard his mother coming down stairs. " Oh ho !" said he to himself, " then my mother has not been out in the garden ; and so Frank has not met her, and cannot have told her ; so now I may say what I please."

7. Then this naughty, cowardly boy determined to tell his mother a lie.

8. She came into the room ; but, when she saw the broken basin and the milk spilled, she stopped short, and cried, " So, so—what a piece of work is here ! Who did this, Robert ?"

9. " I don't know, ma'am," said Robert, in a very low voice.

10. "You don't know, Robert! tell me the truth—I shall not be angry with you, child. You will only lose the milk at supper; and as for the basin, I would rather have you break all the basins I have, than tell me one lie. So don't tell me a lie. I ask you, Robert, did you break the basin?"

11. *No ma'am*, I did not," said Robert; and he coloured as red as fire. "Then where's Frank? Did he do it?" "No, mother, he did not," said Robert: for he was in hopes that, when Frank came in, he should persuade him to say that he did not do it.

12. "How do you know," said his mother, "that Frank did not do it?" "Because—because—because, ma'am," said Robert, pausing, as liars do, for an excuse—"because I was in the room all the time, and I did not see him do it."

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LESSON 24.—*The Liar and the Boy of Truth,*  
(continued.)

1. "Then how was the basin thrown down? If you have been in the room all the time, you can tell."

2. Then Robert, going on from one lie to another, answered, "I suppose the dog must have done it." "Did you see him do it?" said his mother. "Yes," said this wicked boy.

3. "Trusty, Trusty," said his mother, turning round; and Trusty, who was lying before the fire

drying his legs, which were wet with milk, jumped up and came to her. Then she said, "Fie! fie! Trusty!" pointing to the milk. "Get me a switch out of the garden, Robert; Trusty must be beat for this."

4. Robert ran for the switch, and in the garden he met his brother: he stopped him, in a great hurry, and told him all that he had said to his mother; and he begged of him not to tell the truth, but to say the same as he had said.

6. "No, I will not tell a lie," said Frank. "What! and is Trusty to be beat? He did not throw down the milk, and he shan't be beat for it. Let me go to my mother."

6. They both ran towards the house. Robert got first home; and he locked the house door, that Frank might not come in. He gave the switch to his mother.

7. Poor Trusty! he looked up, as the switch was lifted over his head; but *he* could not speak, to tell the truth. Just as the blow was falling upon him, Frank's voice was heard at the window.

8. "Stop, stop! dear mother, stop!" cried he, as loud as ever he could call; "Trusty did not do it; let me in; I and Robert did it; but do not beat Robert."

9. "Let us in, let us in," cried another voice, which Robert knew to be his father's; "I am just come from work, and here's the door locked."

10. Robert turned as pale as ashes, when he

heard his father's voice ; for his father always whipped him when he told a lie.

11. His mother went to the door, and unlocked it. "What's all this?" cried his father, as he came in: so his mother told him all that had happened.

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LESSON 25.—*The Liar and the Boy of Truth,*  
(concluded.)

1. "Where is the switch, with which you were going to beat Trusty?" said their father.

2. Then Robert, who saw by his father's looks that he was going to beat him, fell upon his knees, and cried for mercy, saying, "Forgive me this time, and I will never tell a lie again."

3. But his father caught hold of him by the arm. "I will whip you now," said he, "and then I hope you will not." So Robert was whipped, till he cried so loud with the pain, that the whole neighbourhood could hear him.

4. "There," said his father, when he had done, "now go without supper: you are to have no milk to-night, and you have been whipped. See how liars are served!"

5. Then, turning to Frank, "Come here, and shake hands with me, Frank: you will have no milk for supper; but that does not signify; you have told the truth, and have not been whipped, and everybody is pleased with you.



6. "And now I'll tell you what I will do for you : I will give you the little Trusty, to be your own dog.

7. "You shall feed him, and take care of him, and he shall be your dog : you have saved him a beating ; and I'll answer for it you'll be a good master to him. Trusty, Trusty, come here."

8. Trusty came. Then Frank's father took off Trusty's collar. "To-morrow, I'll go to the brazier's," added he, "and get a new collar made for your dog : from this day forward he shall always be called after you, *Frank* !

9. "And, wife, whenever any of the neighbours' children ask you why the dog *Trusty* is to be called *Frank*, tell them this story of our two boys : let them know the difference between a liar and a boy of truth."

#### LESSON 26.—*Select Sentences.*

1. No knowledge can be attained without study.
2. If you would be free from sin, avoid temptation.
3. Never excite those thoughts in others which will give them pain, or cause them to sin.
4. Forget not that the brightest part of your life is nothing but a flower, which is almost as soon withered as blown.
5. Perform your duty faithfully and God will bestow his blessing upon you.

6. Use no indecent language ; for, want of decency shows want of sense.

7. Never value yourself upon your fortune ; for this is a sign of a weak mind.

8. Be not proud ; for pride is odious both to God and man.

9. Sport not with pain and distress ; nor use the meanest insect with wanton cruelty.

10. Envy not the appearance of happiness in any one ; for you know not his secret troubles.

11. Apply yourself to learning : it will add much to your honour.

12. Fear God ; he is the Creator and Preserver of all.

13. Do not insult a poor man ; his misery entitles him to pity.

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#### LESSON 27.—*Select Sentences.*

1. Wish not so much to live long, as to live well.

2. Be not concerned with what does not concern you.

3. Since you are not sure of an hour, throw not away a minute.

4. Your life will soon be past, therefore spend it well.

5. Drive your business ; let not that drive you.

6. If you have wit and learning, get wisdom and modesty also.

7. If you wish to be safe, speak ill of none.

8. Give to those who are thankful, more than they ask.

9. Praise your friend, and not yourself.

10. Know the secrets of your own concerns, but look not after those of others.

11. Better to be alone than in bad company.

12. Displease none, if you can avoid it.

13. Make a proper use of your time; for the loss of it cannot be retrieved.

14. First deserve, and then desire.

15. Love most, pity some, hate none.

16. Either be silent, or speak something that is better.

17. Consider long of what you can do but once.

18. Spare when you are young; and spend when you are old.

19. Search others for their virtues, and yourself for your vices.

20. Do all things well, that you may not do them twice.

### LESSON 28.—*God is the Parent of all.*

1. Behold the shepherd of the flock! He taketh care of his sheep; he leadeth them among clear brooks; he guideth them to fresh pastures: if the young lambs are weary, he carrieth them in his arms; if they wander, he bringeth them back.

2. But who is the shepherd's Shepherd? who taketh care for him? who guideth him in the

path he should go? and, if he wander, who shall bring him back?

3. God is the shepherd's Shepherd. He is the Shepherd over all; He taketh care of all; we are all His flock; and every herb, and every green field, is the pasture which He hath prepared for us.

4. The mother loveth her little child: she bringeth it up on her knees; she nourisheth its body with food; she feedeth its mind with knowledge: if it is sick, she nurseth it with tender love; she watcheth over it when asleep; she forgetteth it not for a moment: she teacheth it how to be good; she rejoiceth daily in its growth.

5. But who is the Parent of the mother? who nourisheth her with good things, and watcheth over her with tender love? whose arms are about her, to guard her from harm? and if she is sick, who will heal her?

6. God is the Parent of the mother; He is the Parent of all, for He created all. All the men, and all the women, who are alive in the wide world, are His children; He loveth all, He is good to all.

7. The king governeth his people; he hath a golden crown upon his head, and the royal sceptre is in his hand: he sitteth upon a throne, and sendeth forth his commands: his subjects fear before him; if they do well, he protecteth them from danger; and if they do evil, he punisheth them.

8. But who is the Sovereign of the king ? who commandeth him what he must do ? whose hand is stretched out to protect him from danger ? and if he doeth evil, who shall punish him ?

9. God is the Sovereign of the king ; His crown is of rays of light, and His throne is above the stars. He is King of kings and Lord of lords : if He biddeth us live, we live ; and if He biddeth us die, we die : His dominion is over all the world, and His eye is upon all His works.

10. God is our Shepherd, therefore we will follow Him : God is our Father, therefore we will love Him : God is our King, therefore we will obey Him.

### LESSON 29.—*The Child of Reason.*

1. Child of reason, whence comest thou ? what has thine eye observed, and whither has thy foot been wandering ?

2. I have been wandering along the meadows, in the thick grass : the cattle were feeding around me, or reposing in the green shade ; the corn sprang up in the furrows ; the fields were bright with summer, and glowing with beauty.

3. Didst thou see nothing more ? didst thou observe nothing beside ? Return, child of reason ; for there are greater things than these. God was among the fields ; and didst thou not perceive Him ? His beauty was upon the meadows ; His smile enlivened the sunshine.

4. I have walked through the thick forest : the wind whispered among the trees ; the squirrel leaped from bough to bough ; and the birds sang to each other among the branches.

5. Didst thou hear nothing but the murmurs of the brook ? no whispers but those of the wind ? Return, child of reason ; for there are greater things than these. God was among the trees ; His voice sounded in the murmur of the waters ; His music warbled in the shade ; and didst thou not attend ?

6. I saw the moon rise behind the trees ; it was like a lamp of gold. The stars, one after another, appeared in the clear firmament. Presently I saw black clouds arise, and roll towards the south ; the lightning streamed in thick flashes over the sky ; the thunder growled at a distance : it came nearer, and I felt afraid, for it was loud and terrible.

7. Did thy heart feel no terror but of the thunderbolt ? was there nothing bright and terrible but the lightning ? Return, O child of reason ; for there are greater things than these. God was in the storm, and didst thou not perceive Him ? His terrors were abroad, and did not thy heart acknowledge Him ?

8. God is in every place ; He speaks in every sound we hear ; He is seen in all that our eyes behold. Nothing, O child of reason, is without God ; let God, therefore, be in all thy thoughts.

## CHAPTER II.

LESSONS IN WORDS CHIEFLY OF THREE SYLLABLES.

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LESSON 1.—*The Brother and Sister.*

1. A certain gentleman had two children, a son and a daughter. The boy was often admired for his beauty, but the girl not quite so much.

2. They were both very young, and happened one day to be playing near their mother's dressing-glass.

3. The boy, pleased with his appearance, viewed himself for some time, and in a wanton roguish manner, took notice to his sister how handsome he was.

4. The poor little girl fell into a violent passion, and could not bear the jokes of her brother, considering them as being intended to affront her.

5. Away, therefore, she ran to her papa, to be revenged on her brother; and, in the height of her resentment, said it was a shame that a boy should make so free with a piece of furniture, which entirely belonged to the women.

6. The good gentleman, clasping them both in his arms, and kissing them with all the tender fondness of a parent, said to them :

7. "My dear children, I wish that each of you would view yourselves in the glass every day of

your lives ; you, my son, that you may never disgrace your beauty by an unworthy action ; and you, my daughter, that you may cover any defects of your person with the charms of virtue and manners."

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## LESSON 2.—*Vanity.*

1. A solemn owl, puffed up with vanity, sat repeating her screams at midnight from the hollow of a withered oak.

2. "And wherefore," said she, "this awful silence, unless it be to favour my superior melody ? Surely the groves are hushed, in hopes of hearing my voice ; and, when I sing, all nature listens."

3. "The nightingale," resumed she, "has usurped the sovereignty by night. Her note, indeed, is musical ; but mine is sweeter far.

4. "Why then am I diffident," continued she, "to join the tuneful choir ?" An echo repeated, "Join the tuneful choir."

5. Roused and encouraged by this shadow of applause, the owl, when dawn approached, began to mingle her screeches with the harmony of the grove.

6. But the tuneful songsters, disgusted with her noise, and affronted by her impudence, with one accord drove her from their society.

7. Thus it is with many vain people ; puffed up by the praises bestowed on them by the ignorant, they often assume in company a consequence



to which they have no title ; and which, instead of procuring them respect from the sensible part of mankind, renders them disgusting and contemptible.

### LESSON 3.—*The Spoiled Boy.*

1. Robin was about six years of age. He was not wicked, but his mother let him always have his own way ; and then his father was afraid that the poor child might make himself ill with crying, if he wanted anything and could not get it.

2. Being thus indulged, his whims grew every day more frequent ; and they could not always be gratified, for his parents were extremely poor.

3. At last he grew quite obstinate and quarrelsome ; insisted upon having everything that he saw ; and when he could not get it, would grow sulky, tear his clothes to show his spite, and do nothing that he was bid, but often quite the contrary.

4. His parents were much grieved to see him persist in such bad behaviour, and supposed that it proceeded from a heart naturally perverse.

5. “ Alas ! ” cried his mother, “ I once hoped that Robin would prove the joy of our old age, and work for our support when we were past our strength, reflecting that we had done so much to feed and bring him up ; but, on the contrary, he is the greatest cause of our unhappiness.”

6. "His principles are quite corrupted," said the father; "every one will hate him; and nobody will afford him the least assistance when he stands in need of it."

7. "He will commit some wicked action, and be punished for it by the laws of his country. He will live in shame and misery. God grant that I may be dead before this comes to pass."

8. These painful thoughts constantly recurred to the minds of the unhappy parents. They were now no longer cheerful at their daily toil, and had little or no appetite for their meals.

9. Their sorrow had a visible effect upon their health: their strength soon failed them; and one morning, being more depressed than usual, they had not sufficient spirits to get up.

10. This, however, was not the case with little Robin: he was up as usual, and called for his breakfast. "Robin," said his mother, "I am very ill, and cannot rise to get it for you."

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#### LESSON 4.—*The Spoiled Boy (concluded.)*

1. This sight affected him very much: he closed the curtains again, sat down by the side of the bed, and held his hands up to his face.

2. "Unhappy wretch that I am!" said he: "suppose my parents were to die, what would become of me? I am refused admittance everywhere, and cannot obtain a single morsel of bread. I must have been very wicked!"

3. "My poor mother! how she at all times loved me; and how have I grieved her! and my father, my dear father—who can tell, alas! but they will both die!"

4. Robin sat for some time in deep thought; but presently went to a neighbour's house, and begged to have a little bread and milk, to make a breakfast for his parents. His affliction, and the humble tone in which he addressed them, easily gained him a hearing.

5. "Well," said the good man, "here, take the half of this brown loaf, with some of this milk, and warm it for your parents. It is but just that you should prepare their breakfast, after they have both worked so hard for you."

6. Robin carried away the bread and milk, came home, lighted a fire, and, putting on a little pot, boiled the milk. As soon as it was ready, he drew a little table towards the bed.

7. His mother, hearing him move about the chamber, said to her husband, "What can Robin be doing?"—"No good, I fear," answered the husband. "See," said she.

8. Robin came at last with the pot, and filling both the plates, approached his parents. "Dear father," said he, "dear mother, here is some breakfast for you both."

9. "And is it you that prepared it?" exclaimed the father. "Who could give you all this bread and milk?"

10. "It was our neighbour," answered Robin. His father and mother bid him put down both the plates again. Their eyes sparkled with joy. "Dear child! come hither," they cried; "you are now what you ought to be: you have brought both of us to life again."

11. So saying, they stretched out their arms: Robin bent to their embrace; and, mingling his tears with theirs, begged forgiveness for the grief which he had given them, and promised in future they should have occasion to rejoice in his improved behaviour.

12. The happiness of such a day soon revived this good father and loving mother: the little boy also became very happy. He acquired the love of every one that knew him, and was caressed with justice by his parents.

### LESSON 5.—*The Boy of Dundee.*

1. A poor widow used to spin and work very hard, in order that she might maintain herself and her little son.

2. She could not read; but she wished her son might learn, and she sent him to school. As he took pains, he learned to read very well.

3. When he was about twelve years of age, his mother had a paralytic stroke, and lost the use of her limbs: so she was obliged to lie in bed all day long, and could not spin or work any more.

4. As she had not been able to save any money, she could not hire anybody to clean her house, and to work for her; and she was very much distressed.

5. A poor woman, who was her neighbour, used sometimes to call in to assist her, and to do little jobs for her; but her son was her great comfort. He said within himself, "I will not let my mother die for want. I will work for her. I will maintain her. God, I hope, will bless me, and prosper my work."

6. He went to a manufactory that was in the town where he lived, and got some work. Every day he went to the manufactory, and worked hard, harder than if he had worked for himself alone; and in the evening he brought his wages to his poor mother.

7. Before he went in the morning, he always cleaned the room for his mother; and got the breakfast ready; and did all he could to make her comfortable whilst he was absent.

8. This good boy thought, if his mother could read, she could amuse and employ herself when he was not with her: so he took a great deal of pains, and taught her to read.

#### LESSON 6.—*Appearances not to be trusted.*

1. A diamond, observing at its side in the same cabinet, not only many other gems, but even a

loadstone, began to question the latter how it came there ; as it appeared to be no better than a sorry-looking pebble, without the least shining quality to advance it to such an honour ; desiring it, at the same time, to keep its distance, and pay proper respect to its betters.

2. “ I find,” said the loadstone, “ that you judge by external appearance ; and it is your interest that people should form their judgment by the same rule : but I may venture to say, that I make amends for my outward defects by my inward qualities. .

3. “ The great improvement of sailing is owing to me. It is owing to me, that the distant parts of the world are known, and accessible to each other ; that the remotest nations are connected together ; that by mutual intercourse they relieve each other’s wants ; and that all enjoy the several blessings peculiar to each.

4. “ Great Britain is indebted to me for her wealth, her splendour, and her power ; and the arts and the sciences are, in a great measure, indebted to me for their late improvements.

5. “ I am willing to allow you your due share of praise : you are a pretty bauble ; I am pleased to see you glitter and sparkle : but I must be convinced that you are of some use before I acknowledge that you have any real merit, or treat you with that respect which you require.”

**LESSON 7.—*The Imperial Physician.***

1. One day a little boy, about ten years of age, ventured to speak to the emperor of Germany, whom he met in the streets of Vienna.

2. "My mother," he said, "is very ill; and as we cannot get a doctor without money, I hope you will give me something.—I have never begged till now; but if my mother could get well, it would make us happy."

3. The emperor demanded the name and residence of the poor woman; at the same time gave the boy a florin, which he received with great thankfulness, and ran away full speed.

4. The emperor went shortly after, covered with a mantle belonging to one of his attendants, to the house of the poor woman.

5. She mistook him for a physician who had heard of her illness by her son, and freely told him her complaints; when, pointing to a pen and ink, she requested he would write for her.

6. The emperor gave her some flattering hopes of amendment, wrote upon the paper, and, with good wishes for her recovery, took his leave.

7. Soon after he was gone, her son came in with a physician. The sick woman was in great surprise, saying, a doctor had just been, and left his advice on the table.

8. The physician begged leave to read it, when he soon discovered the emperor's signature, and, to his surprise, found it an order on a banker to

pay the poor woman a sum equal to about five hundred rupees.

### LESSON 8.—*Bull-frogs.*

1. In some parts of North America, there is a very large species of frog, called the bull-frog.

2. Their colour is a dusky brown, mixed with yellowish green, and spotted with black. The belly is yellowish, and faintly spotted. They make a roaring noise like a bull, only somewhat more hoarse.

3. Their size is superior to that of any other of the genus; and they can spring forward three yards at a leap. By this means they could equal in speed a very good horse, in his swiftest course.

4. The places of abode are ponds, or bogs with stagnant water; but they never frequent streams.

5. When many of them are together, they make such a loud noise, that two people, when near to them, cannot understand each other's speech.

6. They croak all together, then stop for a little, and begin again. It seems as if they had a captain among them; for, when he begins to croak, all the others follow; and when he stops, they also are silent.

7. In the day time, these frogs seldom make any great noise, unless the sky be clouded; but in the night time, they may be heard at the distance of a mile and a half.



8. When they croak, they are commonly near the surface of the water, under the bushes, and have their heads out of the water. By going slowly, therefore, one may get up almost quite close to them before they go away. As soon as they are quite under water, they think themselves safe, though it be ever so shallow.

9. These creatures kill and eat ducklings and goslings, and sometimes carry off chickens that come too near the water. When beaten, they cry out almost like little children.

10. As soon as the air begins to grow a little cool, in autumn, they hide themselves under the mud in the bottom of stagnant waters, and lie there torpid during the winter: as soon as the weather grows mild, they get out of their holes, and begin to croak. They are respected by the people of Virginia, as the purifiers of water.

### LESSON 9.—*The Workhouse Boy.*

1. A boy, about ten years of age, having lost his father, and his mother being ill at an hospital, was sent to a workhouse.

2. He behaved well; and worked hard, that he might deserve the food, and clothes, and other necessaries, which were allowed him.

3. Very soon, he had some money given to him as a reward; and he was told that he might do with the money just as he pleased.

4. As soon as he had received it, he asked his master's leave to go and see his mother ; and he took the money with him, and gave it to her.

5. O how glad he must have felt, when he gave the money to his mother ; it was very little, but it was all he had to give : and how glad she must have been, to have so good a son !

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### LESSON 10.—*Pastoral Prose.*

1. Phillis and Damaris were two country lasses, the pride of the village where they lived ; both handsome to perfection, but exceedingly different.

2. The unaffected Damaris assisted the infirmities of an aged parent, whom severe illness confined to his cottage, and attended his flock by the wood-side.\*

3. Her hands were generally employed in some useful work ; and, while she knit or spun, to procure her father a more tolerable subsistence, the cheerfulness of her songs expressed a contented heart.

4. Her dress, though very poor, was always neat and clean : she studied no ornament in it, and, if the neighbours commended her person, she paid them very little attention.

5. Phillis had been brought up under a careless mother : she was exceedingly pretty, and knew it mighty well.

6. On holidays nobody so spruce as she. Her hat was wreathed with flowers or ribands ; every

fountain was consulted for her dress, and every meadow ransacked to adorn it.

7. From morning till night she was dancing and sporting on the green : and the shepherds courted and admired her, and she believed every word they said.

8. Yet she felt many a discontent. Sometimes her garland would be less blooming than she wished it ; sometimes she would fancy that a favourite shepherd slighted her, or that a new face was more admired than hers.

9. Every day was spent in pursuit of gayety, and every day brought with it some disquiet.

### LESSON 11.—*Pastoral Prose (concluded.)*

1. She was one morning sitting very pensively under a poplar, tying up a nosegay, when she heard Damaris, who was concealed from her only by the shade of some bushes, singing with a merry heart a song in praise of industry.

2. Phillis could not help interrupting her in the midst of it ; and when she went towards her, found her busy in plying the distaff, which was fixed to her side ; when thus the maid began :

3. “ How is it possible, Damaris, that you should always be so merry in leading a life of such drudgery ?

4. “ What charms can you find in it ? How much better would it become your years to be

dancing at the may-pole, than to be toiling in this way!"

5. "Ah Phillis!" replied Damaris, "I prefer this way of life, because I see you very unhappy in yours. For my own part, I have never a moment's uneasiness. I am sensible I am doing what I ought.

6. "I see myself the comfort of a good old father, who supported my helpless infancy, and now wants this return of duty in his decrepit age.

7. "When I have penned the fold at night, I return home, and cheer him, by paying attention to him and supplying his wants. I dress his little supper, and partake of it with more pleasure than you have at a feast.

8. "He, in the meantime, tells me stories of his younger days, and instructs me by his experience.

9. "Sometimes he teaches me a song, like that I was singing just now ; and, on holidays, I read to him out of some good book.

10. "This, Phillis, is my life. I have no great prospects, but every cheerful hope that can make the heart light and easy."

## LESSON 12.—*On the Duty of a Pupil to his Instructor.*

1. It is the duty of a pupil to use all his efforts to please his instructor ; for, whatever he tells

him is of the greatest consequence to his future welfare.

2. When the teacher chastises the young tyro for a fault, he is frequently thought harsh and severe; but, most times, this is a vain and idle thought.

3. Every teacher, who has the charge of receiving children under his care, is supposed to be calculated to execute such an honourable trust.

4. If so, he who does not use a rod, or chastise a child in some way, for any fault he should commit, may expect that child to be a rod for him.

5. Where there is neglect of good government, in parents or teachers, there must necessarily be neglect and ignorance of duty in the child, for want of that good government, which influences more than precept.

6. It is to be observed, that correction is to be given only when it is necessary; and then it should be done with firmness, so as to use it with discretion, and upon undeniable occasions.

7. A child certainly should be convinced of his fault before he is chastised, that he may know for what reason.

8. It is very common for children, when they are corrected for a fault, to be very sulky and ill-natured to their teacher. This, I trust, will never be the case with you, but that you will use your utmost diligence to regain his favour.

9. Only think what a laborious task it is to

give instruction to one unwilling to receive it. It must be real benevolence, and kindness that can make a person take pleasure in teaching. And, even where those qualities are possessed, still the temper will sometimes be ruffled.

10. My children, look upon your teacher with the greatest reverence, and regard him with the greatest awe; and never think him unkind, should he appear a little out of humour.

11. Only examine yourself. Are you never out of humour and peevish when engaged in a game of play? Are you never angry with a school-fellow should he chance to run across the ground you have been chalking out for a game of marbles?

12. How much indulgence then ought you to show to your teacher, should he be a little out of humour from the excess of anxiety he labours under in order to instruct you!

13. Only consider how valuable is improvement. Knowledge is a pearl above all price.

14. How grateful then, indulgent, and kind, ought you to be to those who labour to give you what nothing can repay!

### LESSON 13.—*The Hounds in Couples.*

1. As a huntsman was leading forth his hounds one morning to the chase, and had linked several of the young dogs in couples, to prevent their following every scent, and hunting as their own

minds and fancy should direct them ; among others it was the fate of Jowler and Vixen to be thus yoked together.

2. Jowler and Vixen had for some time been constant companions, and seemed to have a great fondness for each other : they used to be always playing together, and, in any quarrel that happened, always took one another's part ; it might, therefore, have been expected, that they would have been glad to be still more closely united.

3. But, in fact, it soon proved otherwise : they had not long been joined together, before both parties were observed to be very ~~unlike~~ in their present state.

4. Different wishes and opposite wills began to discover and to exert themselves : if one chose to go this way, the other was eager to take the contrary ; if one was pressing forward, the other was sure to lag behind ; Vixen pulled back Jowler, and Jowler dragged along Vixen ; Jowler growled at Vixen, and Vixen snapped at Jowler.

5. At last it came to a downright quarrel between them, and Jowler treated Vixen in a very rough and unkind manner, without any regard to her strength, or the tenderness of her sex ; Vixen being the female, and much weaker than Jowler.

6. As they were thus all the way vexing and tormenting each other, an old hound, who had observed all that passed, came up to them, and thus reproved them :

7. "What a couple of silly puppies you are, to be always worrying yourselves at this rate! What hinders your going on peaceably and quietly together? Cannot you compromise the matter between you, by each consulting the other's wishes a little?"

8. "At least, try to make a virtue of necessity, and submit to what you cannot remedy. You cannot get rid of the chain, but you may make it sit easy upon you.

9. "I am an old dog; and let my age and knowledge instruct you: I was once in the same state as you now are; but I soon found, that thwarting my companion was only tormenting myself; and my yoke-fellow happily came into the same way of thinking.

10. "We tried to join in the same pursuit, and to follow one another's wishes; and so we jogged on together, not only with ease and quiet, but with comfort and pleasure.

11. "We found by experience, that mutual compliance not only compensates for liberty, but is even attended with a comfort and delight beyond what liberty itself can give."

#### LESSON 14.—*The Redbreast and the Sparrow.*

1. As a redbreast was singing on a tree by the side of a rural cottage, a sparrow, perched upon the thatch took occasion thus to reprimand him:



“Dost thou,” said he, “with thy dull autumnal note, presume to emulate the birds of spring?”

2. “Can thy weak warbling pretend to vie with the sprightly accents of the thrush and the black-bird; with the various melody of the lark or the nightingale, whom other birds, far thy superiors, have been long content to admire in silence?”

3. “Judge with candour, at least,” replied the robin, “nor impute those efforts to ambition solely, which may sometimes flow from love of the art.

4. “I reverence, indeed, but by no means envy, the birds whose fame has stood the test of ages. Their songs have charmed both hill and dale; but their season is past, and their throats are silent.

5. “I feel not, however, the ambition to surpass or equal them; my efforts are of a much humbler nature: and I may surely hope for pardon, while I endeavour to cheer these forsaken valleys, by an attempt at the strains I love.”

### LESSON 15.—*Generous Revenge.*

1. A North American Indian, having hunted a whole day without success, found himself, towards evening, overcome by hunger and thirst.

2. He approached the cottage of an American, who resided on the borders of the woods: he made known his wants to the master of the house, and humbly desired a morsel of bread.

3. "I have none," answered the American, in a surly tone. "Give me, then, a cup of small beer," said the famishing Indian. "Indeed, I will not," replied he.

4. "I am so faint," replied the savage, "that a glass of water, even, will be acceptable." "Begone, you Indian dog!" answered the American; "I will not give you anything."

5. About six months after this occurrence, the American went out to hunt, with several of the neighbours; from all of whom he was separated by accident.

6. It happened in a thick forest, to the turnings of which he was a perfect stranger. For a long time he roved about, and elevated his voice, but in vain.

7. When, however, the bewildered hunter was sinking in despair, he fortunately perceived an Indian hut, the owner of which he requested to guide him home.

8. "It is too late, sir," said the Indian: "you cannot reach your house to-night. Be contented, therefore, to tarry in my lodging till to-morrow. Every thing that I have shall be at your service!"

#### LESSON 16.—*Generous Revenge, (concluded.)*

1. The strayed huntsman cheerfully accepted the Indian's offer.

2. He partook of such refreshments as the hut afforded ; and afterwards stretched his weary body on a bed of skins, which the host's family had carefully collected for that purpose.

3. Next morning, the Indian conducted his guest out of the wood, and showed him the direct road which led to his own village.

4. When they were about taking leave of each other, the Indian stepped before his companion, and, looking full in his face, asked, " Have you never seen me before, sir ? "

5. At that instant the American recognized, in his benefactor, the very man to whom he had so recently denied a glass of cold water ! the very man whom, fatigued and hungry, he had driven from his door !

6. He was disconcerted, and knew not how to apologize for his inhumanity : while he continued a mortifying silence, the Indian, big with the pride of having shown himself superior to the American, thus concluded :—

7. " When now," said he, " you again see any of my tribe oppressed by hunger or thirst, and they ask you for a bit of bread, or for a drop of water, say not to them, " Go about your business, you Indian dogs ! "

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LESSON 17.—*The Honest Boy and the Thief.*

1. Charles was the name of the honest boy, and Ned was the name of the thief. Charles never

touched what was not his own : this is being an honest boy. Ned often took what was not his own : this is being a thief.

2. Charles's father and mother, when he was a very little boy, had taught him to be honest, by always punishing him when he meddled with what was not his own ; but when Ned took what was not his own, his father and mother did not punish him : so he grew up to be a thief.

3. Early one summer's morning, as Charles was going along the road to school, he met a man leading a horse, which was laden with panniers.

4. The man stopped at the door of a public house, which was by the road side ; and he said to the landlord, who came to the door, " I won't have my horse unloaded ; I shall only stop with you whilst I eat my breakfast. Give my horse to some one to hold here on the road, and let the horse have a little hay to eat."

5. The landlord called ; but there was no one in the way ; so he beckoned to Charles, who was going by, and begged him to hold the horse.

6. " Oh," said the man, " but can you engage him to be an honest boy ? for there are oranges in my baskets ; and it is not every little boy one can leave with oranges."

7. " Yes," said the landlord, " I have known Charles from the cradle upwards, and I never caught him in a lie or a theft ; all the parish knows him to be an honest boy ; I'll engage your

oranges will be as safe with him as if you were by them yourself."

8. "Can you so?" said the orange-man; "then I'll engage, my lad, to give you the finest orange in my basket, when I come from breakfast, if you'll watch the rest whilst I am away."

9. "Yes," said Charles, "I will take care of your oranges."

10. So the man put the bridle into his hand, and went into the house to eat his breakfast.

LESSON 18.—*The Honest Boy and the Thief,*  
(continued.)

1. Charles had watched the horse and the oranges about five minutes, when he saw one of his school-fellows coming towards him. As he came nearer, Charles saw that it was Ned.

2. Ned stopped as he passed, and said, "Good morrow to you, Charles; what are you doing there? whose horse is that? and what have you got in the basket?"

3. "There are oranges in the basket," said Charles; "and a man, who has just gone into the inn here, to eat his breakfast, bid me take care of them, and so I did; because he said he would give me an orange when he came back again."

4. "An orange!" cried Ned; "are you to have a whole orange? I wish I was to have one. However, let me look how large they are."

5. Saying this, Ned went towards the pannier, and lifted up the cloth that covered it. "La ! what fine oranges !" he exclaimed, the moment he saw them : "let me touch them, to feel if they are ripe."

6. "No," said Charles, "you had better not ; what signifies it to you whether they are ripe or not, since you are not to eat them ? You should not meddle with them ; they are not yours.—You must not touch them."

7. "Not touch them ! surely," said Ned, "there's no harm in touching them. You don't think I mean to steal them, I suppose ?"

8. So Ned put his hand into the orange-man's basket, and he took up an orange, and he felt it, and when he had felt it, he smelled it.

9. "It smells very sweet," said he, "and it feels very ripe : I long to taste it ; I will only just suck one drop of juice at the top." Saying these words, he put the orange to his mouth.

10. Little boys, who wish to be honest, beware of temptation. People are led on, by little and little, to do wrong.

11. The sight of the oranges tempted Ned to touch them ; the touch tempted him to smell them, and the smell tempted him to taste them.

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LESSON 19.—*The Honest Boy and the Thief,*  
(continued.)

1. "What are you about, Ned ?" cried Charles,

taking hold of his arm. "You said you only wanted to smell the orange ; do put it down, for shame !"

2. "Don't say *for shame* to me," cried Ned, in a surly tone ; "the oranges are not yours, Charles !"

3. "No, they are not mine, but I promised to take care of them, and so I will : so put down that orange."

4. "Oh, if it comes to that, I won't," said Ned ; "and let us see who can make me, if I don't choose it ; I'm stronger than you."

5. "I am not afraid of you, for all that," replied Charles, "for I am in the right." Then he snatched the orange out of Ned's hand, and he pushed him with all his force from the basket.

6. Ned instantly returned, and hit him a violent blow, which almost stunned him.

7. Still, however, this good boy, without minding the pain, persevered in defending what was left in his care : he still held the bridle with one hand, and covered the basket with his other arm, as well as he could.

8. Ned struggled in vain to get his hand into the pannier again : he could not, and, finding that he could not win by strength, he had recourse to cunning.

9. So he pretended to be out of breath, and to desist ; but he meant, as soon as Charles looked away, to creep softly round to the basket on the other side.

10. Cunning people, though they think themselves very wise, are almost always very silly.

LESSON 20.—*The Honest Boy and the Thief,*  
(continued.)

1. Ned, intent upon one thing—the getting round to steal the oranges—forgot that, if he went too close to the horse's heels, he should startle him.

2. The horse, indeed, disturbed by the bustle near him, had already left off eating his hay, and began to put down his ears; but, when he felt something touch his hind legs, he gave a sudden kick, and Ned fell backwards, just as he had seized the orange.

3. Ned screamed with the pain; and, at the scream, all the people came out of the public house to see what was the matter; and amongst them came the orange-man.

4. Ned was now so much ashamed, that he almost forgot the pain, and wished to run away; but he was so much hurt, that he was obliged to sit down again.

5. The truth of the matter was soon told by Charles, and as soon believed by all the people present, who knew him; for he had the character of being an honest boy, and Ned was known to be a thief and a liar.

6. So nobody pitied Ned for the pain he felt. "He deserves it," said one; "why did



with what was not his own?" "Pugh! he is not much hurt, I'll answer for it," said another. "And, if he were, it's a lucky kick for him, if it keeps him from the gallows," said a third.

7. Charles was the only person who said nothing; he helped Ned away to a bank; for, boys that are brave are always good-natured.

8. "Oh, come here," said the orange-man, calling him; "come here, my honest lad! What, you got that black eye in keeping my oranges, did you?"

9. "That's a stout little fellow!" said he, taking him by the hand, and leading him into the midst of the people.

10. Men, women, and children had gathered round; and all the children fixed their eyes upon Charles, and wished to be in his place.

### LESSON 21.—*The Honest Boy and the Thief,* (concluded.)

1. In the mean time, the orange-man took Charles's hat off his head, and filled it with fine China oranges.

2. "There, my little friend," said he, "take them; and God bless you! If I could but afford it, you should have all that is in my baskets."

3. Then the people, and especially the children, shouted for joy; but, as soon as there was silence, Charles said to the orange-man,—

4. "Thank you, master, with all my heart ; but I can't take your oranges, only that one I earned ; take the rest back again : as for a black eye, that's nothing ! but I won't be paid for it, no more than for doing what's honest. So I can't take your oranges, master ; but I thank you as much as if I had them."

5. Saying these words, Charles offered to pour the oranges back into the basket ; but the man would not let him.

6. "Then," said Charles, "if they are honestly mine, I may give them away : " so he emptied the hat amongst the children, his companions.

7. "Divide them amongst you," said he ; and, without waiting for their thanks, he pressed through the crowd, and ran towards home. The children all followed him, clapping their hands, and thanking him.

8. The little thief came limping after. Nobody praised him ; nobody thanked him : he had no oranges to eat, nor had he any to give away. *People must be honest before they can be generous.*

9. Ned sighed, as he went towards home : "And all this," said he to himself, "was for one orange : it was not worth while." No ; it is never worth while to do wrong.

10. Little boys, who read this story, consider which would you rather have been, *the honest boy or the thief ?*

LESSON 22.—*Thoughtlessness punished.*

1. There are many young people who, though they are in general dutiful and obedient to their parents, yet do in some instances forget the respect which is due to them, and commit faults which are deserving of blame.

2. Kitty Atkins was such a child. She had frequently been told by her mother, always to make haste home from school ; and in general she did so.

3. But it happened, one afternoon, that a school-fellow (about her own age) invited her to drink tea with her, and promised her a variety of agreeable amusements in the evening.

4. Kitty was so delighted with the prospect of her pleasures, that she quite forgot the injunctions of her mother, and went, without even acquainting her where she was gone.

5. Her mother, finding that she did not return, for more than three hours, concluded that she was lost ; and actually employed the common crier to go about the streets, and offer a reward to any person that would bring her home.

6. This was done accordingly ; and, just as the bellman had finished his round, Kitty came home, about nine o'clock in the evening.

7. On being asked where she had been, she owned the whole truth, (for she never told a falsehood, even to screen herself from punishment ;)

begged her mother's pardon, and promised never to offend in like manner again.

8. Her mother pointed out in proper terms the fault which she had committed, and told her she should speak to the mother of the little girl who had enticed her to go with her, and also to the mistress of the school.

9. This she did the next day, and it was determined, with a view to prevent the ill effects of so bad an example, that on the very next half-holiday, all the young ladies should be mustered in the play-ground ; that Kitty and her companion should be placed in the middle ; and that a man with a bell should go three times round the yard, proclaiming 'a lost child,' in the same manner as had been done by the crier when Kitty was missing.

10. Vain were the entreaties of the two young ladies to be excused from the shame attending this procedure : they were obliged to submit to it ; and it had so good an effect upon them, that they behaved well ever after.

### LESSON 23.—*Fraternal Affection.*

1. Two little boys, the children of a Swiss labourer, were running after one another one evening, amidst the snow. It was in Switzerland, where the hills are sometimes covered with snow throughout the year.

2. A very thick grove of fir grew near their humble cottage : they heedlessly struck into this, and, rambling forward, were benighted ; in consequence, they were lost, and could not regain their home.

3. Their father, not seeing them return, became very apprehensive. He took some of his neighbours with him, and immediately ran through the wood in search of his children.

4. They looked for them every where : they called to them, but in vain ; no answer was returned ; no children approached at the sound.

5. At length, they lighted torches of fir, and went into every part of the grove in search of the wanderers.

6. It was not, however, till after three hours of anxiety and distress, that they found these two little boys asleep in a hole filled with leaves, and lying upon one another.

7. What makes this picture most affecting is, that the eldest, named Augustin, of nine years of age, had stripped himself of his coat, and put it on Colas, who was about three years younger, and who was dressed only in a waistcoat.

8. He had then stretched himself upon him, to warm his little body, and preserve him, at the risk of his own life, from the piercing influence of the cold.

**LESSON 24.—*Thomas and his Dog.***

1. Thomas Darnley was a passionate little boy, though good-natured enough when not in one of his humours.

2. His papa saw him kick his spaniel dog one day, for leaping up to play with him; and the poor dog cried, and hid himself under the table.

3. "What did you kick the dog for?" said his papa. "Because," said Thomas, "I have my best clothes on." "And how was the dog to know that, pray?" answered his papa. "But he would have dirtied me if he did not know it," cried Thomas.

4. "And which was the worst," replied his papa, "to have a spot of dirt upon your clothes, or to be guilty of a cruel action?" "It was not cruel," said Thomas. His papa gave him a box on the ear, and Thomas roared out.

5. "Now," added his papa, "you think it hard for me to give you a blow; and was it not more so for you to hurt a poor dog, who came up to you in love? Children who have no feeling for animals, should be taught it by suffering themselves.

6. "I did not strike you because you answered me saucily, though this deserved punishment; but it would have been a different kind of punishment, and I should have reasoned with you upon it.

7. "But to inflict pain upon a faithful dog, who fawns upon you, deserves corporal pain: and

you may depend upon it, I will never pass by such a mark of a bad disposition.

8. "Perhaps you will tell me, you did not think a kick would have hurt Rover so much; but I struck you, that you may think of it next time you are going to kick him."

LESSON 25.—*Thomas and his Dog, (concluded.)*

1. Mr. Darnley left the room; and Thomas, in the first moment of resentment, resolved to kick the dog again. He called the poor beast, who came out, and licked his hand.

2. Thomas was affected at this instance of affection in an unoffending creature, whom he was going to hurt in mean revenge, and his heart reproached him for his design.

3. He patted Rover's head, instead of kicking him; and, when he saw the poor dog hold up his leg, which was bruised before, he felt himself ashamed and sorry.

4. When his papa returned, he found him sitting on the ground, with Rover in his lap. "I hope you are sensible of your fault," said Mr. Darnley.

5. As one good action always leads to another, Thomas was inclined to tell his papa his intention of beating Rover, in revenge for his box on the ear; but he struggled some time with false shame.

6. "Why don't you answer me?" said his papa. Thomas sobbed, and continued silent, still caressing Rover. "Well, I think I can see you are sorry," said Mr. Darnley, "and I love you now."

7. "Oh, you never will," cried Thomas, "for I was going to beat poor Rover, because you beat me." "And why did you not?" returned his papa. "Because he came and licked my hand as I held it up."

8. "Now you convince me," said Mr. Darnley, "that you are truly sorry; and this confession really makes me love you more."

9. "Had you struck Rover, I might not have known it, but your conscience would have made you unhappy; and you must have known that you displeased God, who sees everything."

### LESSON 26.—*The Bird, the Bee, and the Butterfly.*

1. On a fine summer's day, when all nature was dressed in its gay tawple urs, and the various tribes of animals were sport<sup>ing</sup> in the fields, there were, among the rest, a bird, a bee, and a butterfly.

2. The bird was engaged in building her nest: for this purpose, she made many excursions from the tree in which it was placed, to the surrounding fields, and returned each time with a small twig, or straw, in her mouth.



3. Although the progress which she made appeared, at first, to be very slow, yet, by repeating her journey, and every time adding something, the nest was soon completed.

4. The bee, likewise, was diligent in collecting honey from different flowers ; and what she had thus collected, she deposited in the hive for her present and future supply.

5. Meanwhile, the butterfly was roving from flower to flower, regaling himself with their sweets, or enjoying their beauties, without making any provision for futurity.

6. By and by, the summer was gone : the bird had built its nest, and reared its young ones, which were now become the delight of the grove ; the bee too enjoyed the fruit of her industry in the hive ; while the butterfly was without a dwelling, and without provision, and exposed to all the miseries of poverty and distress.

7. Young people, in these three little creatures you behold a just picture of yourselves ; and each of them is capable of affording you instruction.

8. Imitate the example of the bird. Whatever study you pursue, follow it with diligence and perseverance. Though you may gain but little knowledge in an hour, yet in course of time you will acquire a great deal.

9. As the bee collects but a little honey at each journey, yet, at the end of the season, has enough in store for the winter ; so should you treasure up

knowledge in your memories, that it may be ready for use on all occasions.

10. The period of youth is to you, what the summer is to the bee. If you improve it with equal diligence, it will go far to render your future life useful and happy ; but if, like the butterfly, you rove about from one pursuit to another, your knowledge will be of little more value than the plumage of that insect.

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LESSON 27.—*The Benefit of Perseverance in Learning.*

1. Some time ago, Frank had told his father that he would *persevere* in trying to learn to read, that he might be able to employ and to entertain himself.

2. He did as he said that he would do. He *persevered*, till he had learned to read quite easily.

3. Then he read, in books which his mother lent him, accounts of the camel ; of which, ever since he had seen the print of it, he had wished to know the history.

4. He read, also, entertaining accounts of the elephant, and of many other animals.

5. In the books, which were lent to him, he read only what he could understand : when he came to anything that he did not understand, he asked his father and mother to explain it to him.

6. If they had not time to attend to him, or to answer his questions, he went on to some other

part of the book, which he could understand ; or he left off reading, and went to do something else.

7. Whenever he felt tired of reading, or whenever he wanted to hear or see something, that was going on in the room in which he was, and found that he could not attend to what he was reading, he always shut the book, and put it away.

8. He never kept a book before him, when he was tired or sleepy, or when thinking of something else. So Frank became very fond of reading.

9. He could now employ himself happily on rainy days, when he could not run about out of doors, or when he had no one to talk to, or to play with in the house.

### LESSON 28.—*Frank and his Cousin Mary.*

1. Frank had a little cousin Mary ; and it happened, that little Mary, who was between five and six years old, was brought to his mother's house.

2. Mary was dressed all in black when Frank first saw her ; and she looked very melancholy.

3. Frank went to his father, who was standing in another part of the room ; and he whispered to his father, and asked why Mary was dressed in black, and why she looked melancholy.

4. His father answered, " Because her mother is dead." " Poor girl !" said Frank. " If my

mother were dead, how sorry I should be ! Poor little Mary ! what will she do without a mother !”

5. “ Mary is to live with us,” said his father : “ your mother and I will take care of her, and teach her, as well as we can ; and you will be kind to her, will you not, Frank ?” “ That I will, papa,” said Frank.

6. He ran directly for those of his playthings which he thought would please her the most, and he spread them before her. She looked at them, and smiled a little ; but she soon put them down again, and did not seem to be amused by them.

7. Frank took her to his garden, and gathered for her those of his flowers which he liked the best ; but she did not seem to like them nearly as much as he did, or as much as he had expected that she would.

8. She said, “ Thank you ; but mamma had nicer flowers than these at home—I wish I were with mamma—I wish mamma could come back to me.” Frank knew that her mamma could not come back to her ; but he did not say so then to Mary.

9. He took her to look at the house which he was building ; and he showed her the sticks, which his papa had given him for the roof ; and he explained to her how he intended to roof it : he said, that they two could work at it together ; and he asked her if she should like it.

10. She said, she believed that she should like

it by and by, but not then. He asked her, what she meant by "by and by." She said, "To-morrow, or some other day, but not to-day."

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LESSON 29.—*Frank and his Cousin Mary,*  
(continued.)

1. To-morrow came; and little Mary, after she had slept all night, and after she had eaten some breakfast, and after she had become better acquainted with all the people in the house, who were strangers to her, began to look more cheerful; and, by degrees, she talked a little more; and presently, she began to run about, and to play with Frank.

2. He played with her, at whatever she liked best: he was her horse, for that was what she asked him to be; and he put a bridle of pack-thread round his body, and let her drive him; and he lent her his best whip, with which he let her whip him on as she pleased.

3. After Mary had been at Frank's home for a few days, she began to call it her home; and she called his mother "mamma;" and she seemed happy again.

4. But Frank could not at all times play with her; he had several other things to do: and when he did play with her, he did not choose always to play at the play which she liked best.

5. Sometimes at night she wanted him to make a cat's cradle, or paper boat, for her, when Frank

wished to read an entertaining book ; and sometimes he wanted to work in his garden, or to go on roofing his house, when she wished him to be her horse, or to roll her in the wheel-barrow.

6. Upon these occasions, Mary was sometimes a little cross ; and Frank was sometimes a little impatient.

7. Frank had now finished roofing his house, and he was beginning to thatch it, in the manner he saw the thatcher : he wanted Mary to help him : he told her, she must wait upon him, as he had seen the labourer wait upon the thatcher who thatched the barn.

8. He said she should be his *straw-man* ; and he showed her how to carry the straw ; and he charged her always to be ready when he cried out—" More straw !—more, man !—more !"

9. For a little while, Mary served him well ; and had the straw ready when he called " More straw !" But she was soon tired, and Frank called, " More straw !—more, man !—more !" several times before she was ready.

10. Frank grew angry ; and he said she was slow, and awkward, and lazy ; and she said she was hot and tired, and that she would not be his *straw-man* any longer.

LESSON 30.—*Frank and his Cousin Mary,*  
(continued.)

1. Frank tried to convince her that she was wrong.

2. “You see,” said he, “I am forced to come down the ladder every time I want straw: I lose my time, and I cannot get on near so quickly, as if you carried it to me.

3. When I go on doing one thing, and you doing another, to be ready for me, you cannot think how well and quickly we get on—that is dividing the labour—you understand?”

4. Mary did not understand. She said, “I do not know anything about that: but I don’t like to be your *straw-man* any longer, and I will not.”

5. Frank pushed her away, telling her, she might go wherever she pleased.—She stood still, and began to cry.

6. Then Frank was sorry he had been so angry with her; and she dried up her tears when he told her so, and she said she would be his *straw-man* again, if he would not call “More straw!—more, man!” so very fast; and if he would not call her stupid or lazy.

7. To this Frank agreed; and they went on again for some time, he thatching, and she carrying straw, and placing little bundles ready for him: and they were very happy, he working quickly, and she helping him nicely.

8. "How much happier it is not to quarrel!" said little Mary. "But now I am really quite tired; will you let me rest?"—"Yes, and welcome!" said Frank: "though I am not in the least tired."

9. He came down the ladder, and went to look for some strawberries, and brought them to her, and they ate them together very happily. "I cut, and you choose; is not that fair?" said Frank.

10. Whenever any pie or pudding, fruit, cake, or anything which they both liked to eat, was given to them, Frank was usually desired to divide it; and this he did with most accurate justice.

11. When he had divided it, as well as he could, he always desired Mary to choose whichever piece she liked for herself; so that, if there was any advantage, she might have it.

12. This was being just; but, besides being just, Frank was generous. Everything that was given to him, to share with his little cousin, he always gave her a part, and often a larger or a better part than that which he kept for himself.

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LESSON 31.—*Frank and his Cousin Mary,*  
(continued.)

1. But, though Frank was so good-natured to his little cousin, yet he had faults. He was pas-



sionate ; and sometimes, when he was in a passion, he did what he was afterwards very sorry for.

2. Till little Mary came to his mother's, he had not been used to live with any one who was younger and weaker than himself.

3. When he found that he was the strongest, he sometimes, in playing with little Mary, took advantage of his strength, to make her do what he commanded her ; and, when he was impatient to get anything from her, he now and then snatched or forced it rudely from her hands.

4. One day, she had a new ball, which she held between both her hands, and she would not let Frank look at it : she was half in play, and at first, Frank was playing with her also ; but, when she persisted in refusing to let him see it, he grew angry, and he squeezed her hand, and twisted her wrist with violence, to make her open her hands.

5. She, being in great pain, roared out so loud, that Frank's father, who was in the room over that in which they were, came down to inquire what was the matter.

6. Mary stopped crying the moment he appeared : Frank looked ashamed, but he went forward to his father directly, and said, "It was I who hurt her, papa : I squeezed her hands, to make her give me this ball."

7. "You have hurt her indeed !" said his father, looking at little Mary's wrist, which was very red,

and was beginning to swell. "Oh Frank!" continued his father, "I thought you would use your strength to help, and not to hurt, those who are weaker than yourself."

8. "So I do, always, papa; except when she puts me in a passion." "But the ball was my own ball," said Mary; "and you had no right to take it from me."

9. "I did not want to take it from you, Mary, I only wanted to look at it; and you began first to be cross—you were very cross." "No, Frank; you were the crossiest."

10. "You are both cross now, I think," said Frank's father; "and, since you cannot agree when you are together, you must be separated."

11. Then he sent them into different rooms; and they were not allowed to play together during the remainder of that day.

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LESSON 32.—*Frank and his Cousin Mary,*  
(continued.)

1. The next morning, at breakfast, Frank's father asked them whether they had been as happy yesterday, as they usually had been; and they both answered, No.

2. Then he asked, "Do you like better to be together, or to be separate?" "We like a great deal better to be together," said Frank and Mary.

3. "Then, my dear children, take care and do not quarrel," said Frank's father; "for, whenever

you quarrel, without asking any questions about who was cross, or crosser, or crossest, or who *began first*, I shall end your dispute at once by separating you. You, Frank, understand the nature and use of punishment ; you know ——”

4. “ When you punish me, papa, you give me pain, or you take something from me which I like to have, or you hinder me from having something that I like, or from doing something that I like to do ——”

5. “ Well, go on ; when, and for what reason, do I give you pain, or prevent you from having pleasure ?” “ When I have done something wrong, and because I have done something wrong.”

6. “ And do I give you this pain of punishment because I like to give you pain, or for what purpose ?” “ Not because you like to give me pain, I am sure, papa ; but to cure me of my faults—to hinder me from doing wrong again.”

7. “ And how will punishment cure you of your faults, or prevent you from doing wrong again ?” “ You know, papa, I should be afraid to have the same punishment again, if I were to do the same wrong thing.”

8. “ Then, according to your description of it, just punishment is pain given to a person, who has done what is wrong, to prevent that person from doing wrong again.” “ Yes, papa ; that is what I wanted to say.”

9. “ And is there no other use in punishment,

do you think, Frank ?” “ Oh yes, papa !—to prevent other people from doing wrong : because they see the person who has done wrong, is punished ; and if they are sure that they shall have the same punishment, if they do the same thing, they take care not to do it.”

10. “ Then just punishment is pain given to those who do wrong, to prevent them from doing that wrong again ; and to prevent others from doing wrong.”

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LESSON 33.—*Frank and his Cousin Mary,*  
(concluded.)

1. “ But, papa,” said Frank, “ why do you tell me all this ?” “ Because, my dear son, now, that you are becoming a reasonable creature, and that you can understand me, I wish, as much as possible, to explain to you the reasons for all I do, in educating you.

2. “ Brutes, who have no sense, are governed by blows ; but human creatures, who can think and reason, can be governed, and can govern themselves, by considering what is right, and what makes them happy.

3. “ I do not treat you as a brute, but as a reasonable creature ; and, on every occasion, I endeavour to explain to you what is right and wrong, and what is just and unjust.”

4. “ Thank you, papa,” said Frank ; “ I wish to be treated like a reasonable creature : papa,

may I say one thing?" "As many things as you please, my dear."

5. "But, papa, this *one* thing is about you; and perhaps you will not like it.—Papa, I do not think it is just to separate Mary and me, whenever we quarrel, without examining or inquiring which is in the wrong." "When people quarrel, they generally are both in the wrong."

6. "But not always, papa; and one is often more in the wrong than the other: and it is not just, that the one who is least in the wrong should be punished as much as the person who did most wrong."

7. Here Frank paused, and the tears came into his eyes; and, after a little struggle with himself, he added:

8. "Now it is all over, papa, I must tell you, that I was most to blame: I was the most in the wrong, in that quarrel which Mary and I had yesterday. It was I who hurt her, by squeezing her hand violently, and she only cried out."

9. "My dear, honest, just, generous boy!" said his father, putting his hand upon Frank's head, "act always, feel always, as you now do; and, when you have been wrong, always have candour and courage enough to acknowledge it."

10. Little Mary, who had gone away to her playthings, whilst they had been talking of what she did not understand, left her playthings, and came back, and stood beside Frank, looking up in

his face, and listening eagerly, when he said that he had been most to blame in their quarrel.

11. And, when his father praised him, Mary smiled, and her eyes sparkled with pleasure. After his father had done speaking, she said, "Frank is very good, to tell that he was the most wrong: but I was a little wrong; I cried more than I should have done, and a great deal louder, because I was angry."

12. "There is a good girl!" said Frank's father, stroking her head. "Now, that all is over, behave better for the future."

### CHAPTER III.

LESSONS IN WORDS OF FOUR SYLLABLES AND UPWARDS.

LESSON 1.—*We should examine before we trust.*

1. A flock of sheep were grazing, secure from harm, in an enclosure: the dogs were all asleep, and their master was playing, under a shady elm, on his rural pipe, with his companions.

2. A wolf, that was half starved, came to the fence, to take a view of them through the chinks.

3. A lamb that was inexperienced, and had never been abroad, entered into conversation with him. "What is it you want here?" said he to the glutton.

4. "Some of this fresh tender grass," replied the wolf; "you are sensible that nothing is more

agreeable than to appease one's hunger in a verdant meadow, embroidered with flowers, and to slake one's thirst at a transparent fountain.

5. "I find plenty here, both of one and the other. What can one desire more? For my part, I love philosophy, which teaches us to rest contented with a little."

6. "Is it then true," replied the lamb, "that you abstain from the flesh of beasts, and that a little grass will satisfy you? If so, let us live like brothers, and graze."

7. Immediately the lamb leaped over the enclosure into the meadow, when the grave philosopher tore him in pieces, and at once devoured him.

8. Always mistrust the smooth tongues of those who boast of their own virtues. Form your judgment by their actions, and not by their speech.

### LESSON 2.—*Harry Thoughtless.*

1. My dear boy, reject not the counsels of the aged, nor disobey the voice of sage reproof; lest repentance visit thee early, and sorrow dwell long upon thy cheek.

2. Mark the sad use of this advice in the following story.

3. Harry Thoughtless was an only child, that had, from his earliest infancy, the utmost kindness and affection shown him by an indulgent

father and mother ; but, neglecting to attend to their advice, he was persuaded by some bad boys to go with them to rob an orchard.

4. This was called by his comrades a matter of mere sport, but it proved a rock on which poor Harry split ; for, by first robbing orchards, he was led to commit greater crimes, and to wrong his neighbours of their property, till at length he was sent to prison ; and those limbs which had been swift in doing wrong, were now loaded with irons.

5. It may easily be supposed what effect it had on the minds of his parents, to see their child, whom they had lately looked up to as their whole stock of comfort in their declining years, in a prison.

6. Besides, the load of infamy which they must bear in their old age for the crimes of their son, carried with it a double degree of anguish.

7. But the most fatal shock they had to sustain, was his being brought to trial before all that knew them, and the hazard he ran of being convicted of felony : this only they had to look for—and so it turned out—for he was ordered to be transported.

8. When the word transportation sounded in the father's ears, (for he could not stay away from the trial,) he sunk down in all the agony of grief ; and that, joined to despair, soon closed his eyes in death !



9. The mother, unable of herself to get that support which nature required, was soon after taken to the poor-house to finish her days.

10. What a picture this ! and what must have been the future sufferings of the unhappy boy ! to reflect that a parent, who had toiled for his good during his helpless state of childhood, was sent untimely to the grave, and his mother obliged to seek an asylum in a work-house ; when, by an exertion of his good qualities and prudent conduct, such sad events might have been prevented, and all have lived happy in the society of each other.

### LESSON 3.—*Cruelty to Insects.*

1. A certain wicked and very naughty boy indulged himself in the cruel employment of torturing flies. He tore off their wings and legs, and then watched with malice their efforts to escape from him.

2. Sometimes he collected a number of them together, and crushed them all to death at once, glorying in the massacre he had made, and the tortures he had inflicted.

3. His tutor remonstrated with him on this barbarous conduct, but in vain. He could not persuade him to believe that flies were capable of feeling, and had a right, as well as mankind, to life, liberty, and enjoyment.

4. The signs of agony which, when tormented, poor insects express by various and violent contortions of their bodies, he neither understood, nor seemed willing to attend to.

5. His tutor had a microscope ; and he desired this thoughtless boy one day to examine a most beautiful and surprising animal.

6. "Observe," said he, "how it is studded from head to tail with black and silver, and its body beset all over with the most curious bristles.

7. "The head contains a pair of lively eyes, encircled with silver hairs ; and the trunk consists of two parts, which fold over each other.

8. "The whole body is decorated with plumes and ornaments, which surpass all the luxuries of dress in the courts of the greatest princes."

9. Pleased and astonished at what he saw, the youth was impatient to know the name and properties of this wonderful animal.

10. His tutor then took it from the magnifier, and, when presented to his naked eye, it proved to be a poor fly, which had been an unfortunate victim of his wanton and barbarous cruelty.

11. He was shocked at what he had done, and from that time let every thing live and enjoy itself, without molestation or injury, and repented of the cruelties he had committed.

**LESSON 4.—*The Danger of Disobedience.***

1. A gentleman, who lived in the country, had a very fine piece of water in his garden, on which there was a pleasure-boat.

2. Very frequently in fine weather he used to take his children with him, and row them about for a good while, as they were all fond of the amusement.

3. Sometimes he would indulge his two eldest sons, Hugh and Robert, with the oars when he was present, and let them row the boat ; but he gave them a strict charge never to attempt to do so when he was not with them ; nor were they, upon any account, ever to go into the boat themselves, without leave.

4. But these boys were sometimes so naughty, when they thought they were not seen, as to venture in, and move the boat about as much as they could, whilst it was moored, that is, tied to a post by the shore.

5. Two or three times they had been caught, and even punished for doing so ; yet one day, when they thought their father and mother were both out, they agreed they would venture again into the boat.

6. “ There can be no harm in it,” said Hugh ; “ we shall be quite safe : and, even if we should upset her and fall out, at the worst, it would only give us a ducking, and I am sure it could not hurt these old clothes : so come along.”

7. Robert could not feel so easy about the matter. "I do not," said he, "think it quite right to go in, because papa and mamma are not with us."

8. "Pooh! nonsense," replied Hugh, "what a fuss you make about your *quite right*! What harm is there in it? If they do not see us, they cannot be uneasy; so come along, it is a fine evening, and we will have a nice row."

9. "You don't mean," rejoined Robert, "to unmoor the boat, do you?"—"Yes, indeed, do I," replied his brother; "I can push her off from the land, for I understand how to do it very well: so come along, I say, and do not waste any more time with your scruples and nonsense."

#### LESSON 5.—*The Danger of Disobedience,* (continued.)

1. So saying, he scrambled into the boat, and helped his brother in. Robert then, though his mind did not feel at all easy, assisted to loosen the boat from the post it was chained to, and they soon pushed off from the land.

2. "There now," said Hugh, "I told you I could do it; and I wonder what the mighty harm is of our taking a nice row, and enjoying ourselves this delightful afternoon.—Do not you find it very pleasant?"

3. "It is pleasant enough, to be sure," replied Robert, "but I cannot say I enjoy it much. I

am sure we are doing wrong. We were told not to get into the boat at all ; therefore we ought not to do it : I wish, with all my heart, I had not come ; but let us row back again, and I will get out directly."

4. " Indeed I shall not go back for a long time," said Hugh. " Now we have disobeyed and got into the boat, we may as well stay and enjoy ourselves for an hour or two. If my father knows of our being in it for only a minute, he will be just as angry as if we stay in ever so long."

5. " But I think," resumed Robert, " that the longer we are naughty, so much the worse boys we are. If we have done a wrong thing, the sooner we do right again, the better we shall be ; therefore I am resolved not to stay here, so pray put back again."

6. " Not I, indeed," said his brother, " for I am resolved to stay till it is dark ; so row away, my lad."

7. " I will row to the shore," said Robert. " And I will row into the middle," said Hugh ; " so pull away, let us both tug at our oars, and see which will gain their purpose first."

8. They then both exerted their utmost strength ; but Hugh, being the strongest, gained more way than his brother.

9. Robert, finding it impossible to get back again, threw down the oar, and, bursting into tears, said, " I see you are resolved not only to be

wicked yourself, but to make me wicked also. I think it is very unkind to compel me to stay here, when I wish so very much to go back."

10. "Well, come along," said Hugh, rather pettishly, "take up your oar again, and go back if you will ; but I think it is you that are unkind, not to stay out when I wish it so much. But you shall not say I made you wicked." Robert then gladly took up his oar, and in a few minutes was again safe on shore.

### LESSON 6.—*The Danger of Disobedience,* (concluded.)

1. No sooner did Robert find himself out of the boat, than his eyes sparkled with joy ; and he tried all he could to persuade his brother to get out also. But Hugh positively refused, and pushed himself off from the land, as he had done before.

2. Hugh much enjoyed himself for some time, floating about on the water ; but at length, as he was trying to turn about, some how or other, for want of better understanding how to manage it, the boat dipped, as it is called ; the water poured in, and in a minute, with Hugh in it, sunk down to the bottom.

3. Robert, who had been watching his brother, saw what happened, and ran screaming home to call for assistance.

4. The servants made the greatest haste to the water ; but, when they got there, neither boy nor boat was to be seen, nor any other traces of them than Hugh's hat, which was swimming on the surface ; and, notwithstanding the most diligent search was made for him by drag-nets, and other means, day after day, his dead body was not found for above a month afterwards.

5. But one day, as his poor mother and two of his sisters were walking near the water, talking about him, they saw his remains, half devoured by the fishes, floating upon the surface of the water.

6. It is impossible to describe the distress they suffered upon beholding so shocking a sight ; but they called the servant, and had the remains decently buried.

7. It was also many months before their poor mamma was well again. The extreme terror she had suffered, and the distress she felt, when she reflected that it was owing to his disobedience that her son Hugh lost his life, greatly affected her health, and the doctor for several weeks feared she never would get well.

### LESSON 7.—*Filial Duty.*

1. One of the Roman judges had given up to the triumvir, a woman of some rank, condemned for a capital crime to be executed in prison.

2. He who had charge of the execution, in consideration of her birth, did not immediately put her to death.

3. He even ventured to let her daughter have access to her in prison, but carefully searched her as she went in, lest she should carry with her any sustenance.

4. He took it for granted, that in a few days the mother must of course perish for want, and that the severity of putting a woman of family to a violent death, by the hand of the executioner, might thus be avoided.

5. Some days passing in this manner, the triumvir began to wonder that the daughter still came to visit her mother; and could by no means comprehend how the latter could live so long.

6. Watching therefore carefully what passed in the interview between them, he found, to his great astonishment, that the life of the mother had been supported by the milk of the daughter, who came to the prison every day, that her mother might suck her breasts.

7. This extraordinary contrivance between them was represented to the judges, who, in consequence, procured a pardon for the mother.

8. Nor was it thought sufficient to give so dutiful a daughter the forfeited life of her condemned mother, but they were both maintained afterwards by a pension settled on them for life; and the ground upon which the prison stood was



consecrated, and a temple to Filial Piety built upon it.

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LESSON 8.—*The Lawsuit.*

1. Farmer Blunt, when he died, left two sons, the one named Roger, the other Humphrey. By his death they were put in possession of farms sufficient to afford them a decent competency, and nothing was wanted to make them both happy.

2. Amongst the possessions left them by their father, was a very fine orchard, which he had cultivated in his lifetime with particular care.

3. As it bore, most years, a prodigious quantity of apples, remarkable for making the best cider, it appeared to both the brothers a very desirable lot; but unluckily, in the partition of their father's lands, made by his will, the property of this orchard was left undetermined.

4. Each therefore claimed the possession of it, and obstinately persisted in supporting that claim. They no longer spoke to each other in amicable terms; on the contrary, their mutual obstinacy was changed on both sides into confirmed hatred.

5. "You are not an honest man," said Roger, "for claiming what is my property, and you do not deserve to be master of so good a piece of ground."

6. The curate of the village, being informed of their quarrel, went to them, and endeavoured to reconcile them.

7. "What are you doing, my friends?" said he; "are you weary of living happily? Shall this orchard be the means of disuniting you? Why not rather join your industry to improve it, and afterwards divide the produce?"

8. "I do not intend any such thing," said one; "I will have it all to myself." "We will try that," replied the other: "I think I shall have it."

9. "Well then," said the clergyman, "let the more reasonable of you resign his claim, upon receiving a suitable recompense from the other."

10. "With all my heart," cried they both at once, "let my brother give it up to me."—"I have most right to it," said the eldest. "It belongs to my farm," said the youngest, "and I am resolved to have it."

#### LESSON 9.—*The Lawsuit, (concluded.)*

1. "Since you are both obstinate," said the curate, "and cannot agree together, will you leave the decision of the matter to fortune, and dispose of it by lot?"—"No, I will risk nothing," said Roger.—"Nor I neither," said his brother.

2. "I see," said the worthy clergyman, "nothing can overcome your obstinacy; but you will soon find the miserable effects of your hatred."

3. The brothers did not concern themselves about this prophecy, but each went to a lawyer, whom he thought most capable of setting off his claim to advantage.

4. Thus began a lawsuit, which seemed easy enough to be decided, but which, like almost all lawsuits, was protracted for several years.

5. The orchard, during this time, was not cultivated. All the fine apple-trees were neglected, and did not produce their usual quantity of fruit. Horses and pigs were suffered to break in and damage them.

6. After five years' jarring at law, judgment was given; and he who gained the cause found himself obliged very soon to sell, not only the orchard, but great part of his farm, to pay the expenses of the suit. The confusion of both on this occasion may be more easily imagined than described.

7. "Well," said Humphrey, "we have deserved this: it was in our own power to have avoided it. We might still have had our farms and our money. Instead of all the trouble we have caused each other, we might have made one another, as well as our families, happy, and have gained the friendship and esteem of our neighbours."

8. "All these comforts," said Roger, "we have lost by our folly. I wish things were to begin again."

9. "Well," cried the other, "what is past cannot be recalled: let us be wiser for the future. Come, brother, here is my hand; I will never be your enemy again as long as I live."

10. "Nor I yours," replied Roger, taking his hand. They then both shed tears, and love took the place of hatred in their hearts.

LESSON 10.—*The Mischievous Boys.*

1. A poor woman, in a red cloak and tattered gown, was selling oranges, apples, and chestnuts, on a wheel-barrow, some of which were roasting in a little fire-pot, contrived for the purpose, when two wicked boys came up, and demanded the price of some fruits.

2. The woman was going to answer them, when one of the mischievous boys upset her barrow, and turned its contents into the mud.

3. The laugh of exultation, which these young miscreants set up on the occasion, and the sight of the rolling oranges, and half-roasted chestnuts, swimming down the kennel, exceedingly diverted them.

4. The unfortunate owner, however, began her pitiable complaints; and, a crowd gathering round her, some laughed at the accident, and some ran away with the spoils, and began peeling the oranges they had stolen: others blamed the boy who had occasioned the mischief; and a carter, who came by with a cart, and had a large horse-whip in his hand, ran after him, and gave him several cuts over the back and legs, which made him roar like a bull.

5. At length, a gentleman, who, with his son, was passing by, inquired the particulars.

6. "Sir," said she, "you see me reduced to the last farthing I have in the world. This morning I laid out all I was worth, in those oranges, apples, and chestnuts; and I have sold but very little to-day; and have three children, the eldest but six years old. It is a hard case, sir," said she, the tears running down her cheeks, which she wiped off with an old rag of a coloured apron.

7. The kind gentleman, however, kindly made up her loss, and was walking away, when Frederick, his son, declared he thought the boy was to blame; but added, that he could not help laughing to see the distance to which some of the pippins had rolled, and the scramble which they occasioned among the mob.

8. "I am sorry," replied his father, with a serious air, "that the pleasure, with which you surveyed that confusion, has made you forget the sufferings which it might have caused to the poor woman, whose living depends upon the success of her trade.

9. "Never, therefore, let the entertainment of such jokes make you insensible to the serious mischiefs they may produce; and remember, that what (like the fable of the boys and frogs) may be play to you, is perhaps misery to those whose property and comfort you so abuse."

LESSON 11.—*Wool.*

1. While wool remains in the state in which it is shorn from the sheep's back, it is called a fleece.

2. Each fleece consists of wool of different qualities and degrees of fineness, which the wool-stapler sorts, and sells at different prices.

3. The finest wool grows on and about the head of the sheep, and the coarsest about the tail. The shortest is on the head, and some parts of the belly ; the longest on the flanks.

4. Wool is either shorn, or pulled off the skin after the sheep is dead : in the first case, it is called fleece-wool ; the other sort, called skin-wool, if very short, is much used in the manufacture of hats.

5. The wool intended for the manufacture of stuffs is adapted for the making of worsted by the wool-comber. He first washes the wool in a trough, and, when very clean, puts one end on a fixed hook, and the other on a movable hook, which he turns round with his hand, till the moisture is drained completely out.

6. The wool-comber next throws it out into thin layers, on each of which he scatters a few drops of oil : it is then put together closely into a bin, which is placed under the bench on which he sits. At the back of the wool-bin is another and larger one for the noyls, that is, the part of

the wool that is left on the comb after the finer part is drawn out.

7. Wool-combing is preparatory to the manufacture of worsted yarn, and is the first process towards the making of flannels, serges, stuffs, baize, kerseys, &c.

8. The woollen manufacture makes a principal article in the foreign and domestic trade of England.

### LESSON 12.—*The Little Gardener's Gift.*

1. A little boy had a garden ; and he had a spade, a rake, and a hoe. He was very fond of working in his garden.

2. One summer, he had in it a great many pretty flowers, a lilac-tree, a gooseberry-bush, and some peas.

3. When his peas were large enough to be picked, and his gooseberries were quite ripe, he said to his sister, " I will fetch a basket, and pick all my peas and my gooseberries, and carry them to the poor lame man in the lane ; he is so ill now, that he cannot ride on the ass, as he used to do, and go to work.

4. So the little boy fetched his basket, and was very busy, picking his peas and gooseberries : and when he had picked them, he carried them immediately to the poor old man, and put them on the table, and laid some money on the table—all the money he had.

5. The poor old man was sitting at home quite alone; for his wife was gone out to work, and his children were a great way off.

6. When he saw the little boy come in, and saw him put the peas, and gooseberries, and money upon the table, he smiled, and looked glad, and thanked him very kindly,

7. The little boy seemed very happy. His sister was pleased to see him so good to the poor old man, and loved him dearly.

8. I dare say, when the old man ate his peas, and his gooseberries, and looked at his money, he thought of the little boy, and said, "I hope God will bless that young gentleman, who is so very good to me."

### LESSON 13.—*The Little Prisoners.*

1. What pains the little birds take to build their pretty, soft, warm nests! How patiently the hen sits upon her eggs, till they are hatched! How diligently and affectionately both the parents feed and tend their young ones.

2. A little boy, having found a nest of young sparrows, about a mile from the house where he lived, took it, and returned home.

3. As he went along, with the nest in his hand, he was surprised to see that both the parents of the young birds followed him, at a little distance, and seemed to watch whither he was going.



4. He thought that they would feed the little birds, if they could get to them: so when he reached home, he put the nest and the young birds into a wire cage, and placed the cage on the outside of a window.

5. The little birds were hungry, and cried for food. Very soon, both the parents, having small caterpillars in their bills, came to the cage, and gave one to each of the young birds, and seemed glad to see them: then away they flew for more food.

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LESSON 14.—*The Little Prisoners, (concluded.)*

1. The old birds continued to feed their young ones very diligently, till they were fledged, and seemed able to fly. Then the little boy took the strongest of the young birds, and put him upon the outside of the cage.

2. When the old birds came, as they always used to do, with worms in their bills, they fluttered about, and seemed very glad that one of their little ones had got out of prison.

3. They wanted him to fly away; but he had never tried to fly, and was afraid. Then they flew backwards and forwards, from the cage to the top of a chimney that was near, as if to show him how easy it was to fly, and that the journey was but short.

4. At length away he flew; and he arrived safe at the top of the chimney. Then the old

birds fluttered about, as they did when they first saw him on the outside of the cage, and seemed to rejoice very much.

5. Next day, the boy put another of the birds on the outside of the cage. The old birds were as glad to see him, as they had been to see the other little bird ; and took as much pains to persuade him to fly.

6. Then the boy put out the other two birds, which were all he had. When all the little birds were flown, neither they, nor their parents, ever came back to the cage.

7. I think the little boy must have been much more pleased when he set the young birds free, than he would have been, had he always kept them in prison.

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### LESSON 15.—*Spinning.*

1. In many villages in England, the art of spinning is carried on by women and children in the open air. Spinning is applied to the making of silk, flax, hemp, wool, hair, &c. into thread.

2. Spinning by hand is performed either with the distaff and spindle, or on the wheel : in the former case, the person sits to her work ; in the latter, she stands, or rather moves herself backwards and forwards.

3. When the distaff and spindle are used, the flax or other substance is tied or fixed on a long stick : the spinner draws out a thread, which she

fixes to her spindle, then with her left hand she turns the wheel, and with her right, guides the thread drawn from the flax, &c. round the spindle, or rather round a spole, which goes on the spindle.

4. When a sufficient quantity is wound on the spole, it is taken off, thrown into the basket, and replaced by the empty one.

5. The variety and importance of those branches of manufactures which are produced from cotton, wool, and flax, spun into yarn, have occasioned many attempts to render spinning more easy, cheap, and expeditious, by means of complicated machinery.

6. Several of these have been very successful, particularly those for cotton; and the spinning-wheel has lately been able to afford worsted yarn much cheaper than that which is spun by hand.

#### LESSON 16.—*Against Persecution.*

1. Aram was sitting at the door of his tent, under the shade of his fig-tree, when it came to pass that a man, stricken with years, bearing a staff in his hand, journeyed that way. And it was noon-day.

2. And Aram said unto the stranger, "Pass not by, I pray thee, but come in, and wash thy feet, and tarry here until the evening; for thou art stricken with years, and the heat overcometh thee."

3. And the stranger left his staff at the door, and entered into the tent of Aram. And he rested

himself; and Aram set before him bread, and cakes of fine meal baked upon the hearth; and Aram blessed the bread, calling upon the name of the Lord.

4. But the stranger did eat, and refused to pray to the Most High, saying, "Thy Lord is not the God of my fathers; why therefore should I present my vows unto him?" And Aram's wrath was kindled; and he called his servants, and they beat the stranger, and drove him into the wilderness.

5. Now, in the evening, Aram lifted up his voice unto the Lord, and prayed unto him; and the Lord said, "Aram, where is the stranger that sojourned this day with thee?"

6. And Aram answered, and said, "Behold, O Lord! he ate of thy bread, and would not offer unto thee his prayers and thanksgiving. Therefore did I chastise him, and drive him from before me into the wilderness."

7. And the Lord said unto Aram, "Who hath made thee a judge between me and him? Have I not borne with thy iniquities, and shalt thou be severe with thy brother, to mark his errors, and to punish his perverseness?"

8. "Arise, and follow the stranger; and carry with thee oil and wine, and anoint his bruises, and speak kindly unto him. For I, the Lord thy God, am a jealous God, and judgment belongeth only unto me.

9. "Vain is thy oblation of thanksgiving, without a lowly heart. As a bulrush thou mayest bow down thy head, and lift up thy voice like a trumpet; but thou obeyest not the ordinance of thy God, if thy worship be for strife and debate.

10. "Behold the sacrifice that I have chosen! is it not to undo the heavy burdens; to let the oppressed go free; and to break every yoke; to deal thy bread to the hungry, and to bring the poor, that are cast out, to thy house?"

11. And Aram trembled before the presence of God. And he arose, and put on sackcloth and ashes, and went out into the wilderness, to do as the Lord had commanded him.

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### LESSON 17.—*The Hedgehog.*

1. Few animals are more harmless than the hedgehog, yet few are exposed to such various injuries and barbarities.

2. Humanity is due to the meanest reptile; and whoever is capable of exercising unnecessary cruelty, even towards the most noxious creature that has life, must possess blunted feelings at least, and probably a very vicious heart.

3. While other animals trust to their force, their cunning, or their swiftness, the hedgehog, destitute of all these, has but one expedient for its protection.

4. As soon as it perceives itself attacked, it draws back, rolls itself into a kind of ball, and

presents nothing but its prickles to the foe ; and thus, while it refrains from attempting to injure any other quadruped, it renders itself proof against the annoyance of most creatures.

5. The enraged dog may bark at it, and roll it along with his paws, but it still patiently submits to every provocation, in order to remain secure.

6. Like most other wild animals, the gentle hedgehog spends the greatest part of the day in sleep, and forages for worms, insects, and other petty spoil, principally in the night.

7. It prefers small thickets, hedges, or bushy ditches, for its retreat, where it makes a hole, about six or eight inches deep, and lines it with moss, grass, or leaves : it sleeps during winter ; and at all seasons is satisfied with a small quantity of food.

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### LESSON 18.—*The Mole.*

1. This solitary mischievous animal is adapted to a life of darkness, as if nature intended that the earth should be tenanted both above and below.

2. Judging from our own sensations, we should be led to conclude, that a quadruped, doomed to hunt for its prey under ground, and usually denied the cheering light of the sun, was wretched to an extreme degree ; yet no animal appears fatter, or has a more sleek and glossy skin.

3. Indeed, so perfectly is it suited to its way of life, that it probably enjoys no inconsiderable

share of felicity, and is exempt from many evils to which other creatures are liable.

4. The mole, in size, is between the mouse and the rat, but resembles no other quadruped. It is covered with fine, short, glossy black hair ; it has a long pointed nose, and holes instead of external ears.

5. The neck is extremely short ; the body is thick and round, terminating in a very short tail ; and the legs are so short, that the animal seems to rest on its belly.

6. It was long a common opinion that the mole was wholly blind : but, by the assistance of the microscope, it has been found, that, though its eyes are small, and almost concealed, they possess every part requisite for distinct vision.

7. The legs of this little animal, though very short, are armed with five claws, which qualify it for digging and entrenching itself ; and so dexterous is it in burrowing, that it generally eludes the grasp of its most vigilant enemies.

8. It preys upon worms and insects, of which it finds abundance in its subterraneous galleries ; nor does it often emerge into open air, an element which may be considered as unnatural to it.

9. However, when the worms are in motion, and approaching the surface of the earth, particularly after rain, it pursues them with much animation : and thus it throws up the hillocks which prove so detrimental to the farmer.

10. The fecundity of the mole is so great, and its exemption from the tyranny of other animals so complete, that, were it not for inundations, which destroy them in prodigious numbers, they would be an intolerable hinderance to the labours of agriculture.

11. However, they are not without instinctive sense of the danger arising from low and moist situations, as they commonly prefer some elevated and dry spot for bringing forth their young.

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#### LESSON 19.—*Against Lying.*

1. Mendaculus was a youth of good parts and an amiable temper, but, by keeping bad company, he had contracted, in an extreme degree, the odious and wicked habit of lying.

2. His word was scarcely ever believed by his friends ; and he was often suspected of faults, because he denied having committed them, and punished for offences of which he was convicted only by his assertion of innocence.

3. The experience of every day manifested the disadvantages which he suffered from this disgraceful custom.

4. He had a garden, filled with the choicest flowers ; and to cultivate it was his favourite amusement. It happened that the cattle of the adjoining pasture had broken down the fence ; and he found them trampling upon and destroying a bed of fine auriculas.



5. He could not drive these ravagers away, without endangering the still more valuable productions of the next garden ; and he hastened to request the assistance of the gardener. “ You intend to make a fool of me,” said the man, who refused to go, as he gave no credit to the tale of Mendaculus.

6. One frosty day his father had the misfortune to be thrown from his horse, and to fracture his thigh. Mendaculus was present, and was deeply affected by the accident, but had not strength sufficient to afford the necessary help ; he was therefore obliged to leave him in this painful condition on the ground, which was at that time covered with snow ; and with all the haste in his power he rode to the nearest village, to solicit the aid of the first benevolent person he should meet.

7. His character, as a liar, was generally known : few to whom he applied paid attention to his story ; and no one believed it. After losing much time in fruitless entreaties, he returned with a sorrowful heart, and with his eyes bathed in tears, to the place where the accident happened ; but his father was removed from thence : a coach fortunately passing that way, he was taken into it, and conveyed to his own house, whither Mendaculus soon followed him.

LESSON 20.—*Against Lying, (concluded.)*

1. A stout boy, of whom Mendaculus had told some falsehoods, often waylaid him as he went to school, and beat him with great severity.

2. Conscious of his ill desert, Mendaculus bore for some time in silence this chastisement ; but the frequent repetition of it at last overpowered his resolution, and he complained to his father of the usage he had met with.

3. His father, though dubious of the truth of his account, applied to the parents of the boy who thus abused him ; but he could obtain no redress from them, and only received the following painful answer :—

4. “ Your son is a notorious liar, and we pay no regard to his assertions.” Mendaculus was therefore obliged to submit to the usual correction, till full satisfaction had been taken by his antagonist for the injury which he had sustained.

5. Such were the evils in which this unfortunate youth almost daily involved himself by the habit of lying. He at length became sensible of his conduct, and began to reflect upon it with seriousness and contrition.

6. Resolutions of amendment succeeded to penitence : he set a guard upon his words ; spoke little, and always with caution and reserve ; and he soon found, by sweet experience, that truth is more easy and natural than falsehood.

7. By degrees the love of it became a predominant

in his mind : and so sacred at length did he hold veracity to be, that he scrupled even the least violation of it.

8. The happy change restored him to the esteem of his friends, the confidence of all persons, and the peace of his own conscience.

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### LESSON 21.—*The Parrots.*

1. Two parrots were confined together in a large cage. The cup which held their food was put at the bottom of the cage. They commonly sat on the same perch, and close beside each other.

2. Whenever one of them went down for food, the other always followed ; and when they had eaten enough, they hastened together to the highest perch of the cage.

3. They lived four years in this state of confinement ; and always showed a strong affection for each other. At the end of this time, the female grew very weak, and had all the marks of old age.

4. Her legs swelled, and she was no longer able to go to the bottom of the cage to take her food ; but her companion went, and brought it to her. He carried it in his bill, and emptied it into hers.

5. This affectionate bird continued to feed his mate in this manner, for four months. But her weakness increased every day.

6. At last she was unable to sit on the perch ; and remained crouched at the bottom of the cage. Sometimes she tried to get up to the lower perch, but was not able.

### LESSON 22.—*The Parrots, (concluded.)*

1. Her companion did all he could to assist her. He often took hold of the upper part of her wing with his bill, and tried to draw her up to him.

2. His looks and his motions showed a great desire to help her, and to make her sufferings less.

3. But the sight was still more affecting, when the female was dying. Her distressed companion went round and round her a long time, without stopping. He tried at last to open her bill, that he might give her some food.

4. His trouble increased every moment. He went to and from her, with the utmost appearance of distress. Sometimes he made the most mournful cries ; at other times he fixed his eyes on his mate, and was silent, but his looks showed the deepest sorrow.

5. His companion at length died : and this affectionate and interesting bird grew weaker and weaker from that time, and lived only a few months.

6. This is an affecting lesson, to teach us to be

kind, and loving, and helpful to one another, and to those persons in particular who are nearly connected with us, and who stand in need of our assistance.

LESSON 23.—*The Clock and the Sun-dial.*

1. One gloomy day, the clock on the castle tower, looking down disdainfully on the sun-dial in the garden, said, "How stupid it is in you, to stand there like a stock !

2. "You never tell the hour, till a bright sun looks forth from the sky, and gives you leave.

3. "I go merrily round, all the day and all night, in summer and winter the same, without waiting for his permission.

4. "I tell people the time to rise, to come to dinner, and to go to work.

5. "Hark ! I am going to strike now : one, two, three, four. There's for you ! How silly you look, and can say nothing."

6. The sun at that moment broke forth from behind a cloud, and showed that the clock was half an hour behind the right time.

7. The boaster now held his tongue, and the dial only smiled at his presumption.

8. Humble diffidence is more often right than the proud and confident, who decide before they have thoroughly examined a subject.

**LESSON 24.—*The Advantage of Advice.***

1. John and Edward were each of them allowed to cultivate a plot in their father's garden, in which they were permitted to plant whatever seeds and flowers they thought proper.

2. Edward went to the gardener, and desired he would be so good as to tell him what things would be the best to plant, and how he should manage them.

3. John, not a little diverted, at what he thought the condescension of his brother, determined to follow his own intentions ; and, plucking some full-blown flowers from his father's garden, thought he would have his bed nicely ornamented immediately.

4. As the flowers, however, were separated from their roots, they quickly faded away, and John replaced them with others, which soon shared the same fate.

5. He grew heartily tired of his employment : it was paying rather too dear for the pleasure of having flowers in his garden, which now, through his neglect, was soon covered with weeds.

6. In a few months John, walking by Edward's garden, saw some nice fruit, growing near the ground, which, upon tasting, to his no small astonishment he found to be gooseberries.

7. Passing by it again some weeks afterwards, he saw some bunches both of white and red fruit

depending from small trees, which upon examination he discovered to be currants.

8. "Eat as many of them as you please," said Edward, who happened to be present; "only remember, you might have had them in your own garden, if you had not despised the assistance of a man better acquainted with its management than yourself."

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LESSON 25.—*The Self-detected Liar.*

1. Little Griffith was six years old, and had never yet told a lie. He never had committed any fault, and therefore had no need to hide the truth.

2. When any accident befell him, as to break a pane of glass, or spot his clothes, he went immediately and told his father, who would be always so good as to forgive him, with a caution, that in future he should be more careful.

3. Griffith had a cousin, a very naughty boy, whose name was Robert. Robert came one day to see him; and Griffith, by way of showing his attention to his visitor, made a proposal for a game of draughts.

4. His cousin eagerly accepted the proposal, on condition that they should play for something. Griffith for a little time refused; but in the end was wrought upon by Robert, and, in scarcely more than thirty minutes, all the money which he had been laying up many weeks from his allowance, was completely gone.

5. Affected with his loss, poor Griffith got into a corner, and began to cry, while Robert fell a laughing, and went home in triumph with his spoil.

6. It was not long before poor Griffith's father, who had been from home, returned. He loved the child, and therefore sent to see him in the parlour: "But what ails you?" said he, "and what has happened? Surely you have been crying."

7. "Yes papa, because my cousin has been here, and made me play with him at draughts." "And what of that?" said his father; "I see no harm done, for draughts are a diversion that I have given you leave to take. But possibly you played for money?"

8. "Oh! no, no, papa." "Then why do you cry?" inquired his father. "Because I wished to show my cousin how much money I had saved to buy myself a book. Now I had hid it all behind the great stone post without, and when I put my hand into the hole, it was gone; some person passing by the gate has stolen it."

9. Griffith's father, somehow or other, fancied this recital to be false, but did not mention his suspicion then. He went that moment to his brother's, and, as soon as he saw little Robert, he began in this manner:—

10. "Well, my child, you have been lucky to-day, have you not?"—"Oh! yes," said Robert,



“very lucky, sir!” “And what did you win?”  
“A shilling,” said the nephew. “What, so much?  
And did he pay you, Robert?” “Doubtless, uncle,  
I have it in my pocket.”

11. Notwithstanding Griffith had deserved a severe punishment, his father thought it not amiss to pardon this, as being his first falsehood; and therefore only told him, with a scornful tone of voice, that, since he knew he had a liar in his house, he would tell all the servants never to believe him, whatever he should say.

LESSON 26.—*The Self-detected Liar, (concluded.)*

1. Some days after, Griffith went to visit Robert, and pulled out a handsome pencil-case, which his sister had given him at Christmas.

2. Robert wished to have it, and in exchange would have been glad to give him every one of his playthings; but as Griffith, he observed, would not part with it, he began to play the bully, put his arms a-kimbo, and, advancing towards him, said, “The pencil-case is mine; I lost it at your house, or else you stole it.”

3. Griffith, to no purpose, earnestly protested that it was his sister’s present. Robert quickly let him see that he meant to force it from him; and, as Griffith grasped it with both hands, he closed with him, threw him down, got over him, and so pummeled Griffith in the face, that he was forced to yield the pencil-case.

4. Poor Griffith, being treated in this manner, posted home, his face all over blood. "Papa, papa," said he, as soon as he was come within his father's hearing, "look how I have been used ! Naughty Robert has this moment robbed me of my pencil-case, and handled me as you see."

5. But, far from pitying him, his father answered, "Go, you liar, you have lost your pencil-case at draughts, and, to deceive me, have smeared your face with mulberry-juice, and put your hair into disorder."

6. Griffith solemnly protested, to no purpose, that he spoke the truth. "I cannot credit," said the father, "one who has already proved himself a liar."

7. Griffith, quite confounded, went away into his chamber, and bewailed most bitterly the consequences of his first untruth. Next day he begged permission to appear before his father, and implored his forgiveness.

8. "I acknowledge," said he, "how wicked I have been in seeking to deceive you with a falsehood once ; but, dear papa, let me entreat you to give up your resolution of believing me no longer even when I speak the truth."

9. From that moment Griffith did not let the least untruth escape him : his father, therefore, recompensed his son's veracity, by trusting him implicitly.

10. He never looked for protestation from him :

it was sufficient, if Griffith told him anything, for him to take it for as great a certainty as if he had seen it himself.

11. What a satisfaction this to be experienced by a tender father, and a son so worthy of him !

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LESSON 27.—*How to be always pleased.*

1. “ I should be very glad to play, mamma, all day,” said Laura. “ What ! all day ? ” “ O yes, mamma.”

2. “ I shall be very glad to give you any pleasure in my power, my little Laura ; but I fear you will very soon be tired.” “ Of playing ? ” inquired Laura : “ never. You shall see that, mamma.”

3. And saying so, the little Laura ran to fetch her playthings. She had got them all together, but was quite alone ; for both her sisters were that day to be employed with different masters till the afternoon.

4. At first, she played as she thought proper, and was very happy for an hour or thereabouts ; but by degrees, the pleasure which she enjoyed began to lose a little of its power to please her.

5. She had now handled her playthings twenty times, or oftener, and could tell no longer what to do. Her favourite doll was grown quite troublesome and tedious to her.

6. She desired her dear mamma to show her some new method of diversion, and to play with

her; but, unfortunately, her mamma had very pressing business, and could not attend to her, however she might wish to do so.

7. Laura, after this, sat moping in a corner till her sisters had quite done with their masters, and were now about to take a little recreation.

8. She ran to them in a melancholy mood, which was as much as mentioning how long their time of study had seemed to her, and with what impatience she had wished to see them.

LESSON 28.—*How to be always pleased,*  
(concluded.)

1. They proposed, immediately, such games as they supposed most entertaining, for they loved her greatly: but, alas! all their solicitude was useless.

2. Laura could not but complain that every game which they mentioned had already tired her; nay, in her impatience, she even ventured to accuse them of conspiring with each other to afford her such diversion only as they knew would not amuse.

3. Upon which, Miss Amelia, her eldest sister, an extremely sensible young lady, ten years old, took Laura by the hand, and with a smile began as follows:—

4. “Look at us, dear Laura, and I will tell you which person in the room occasions your dissatis-

faction." "And who is it, sister? for my part I don't know."

5. "The reason is, you do not look at yourself. Yes, Laura, you yourself occasion your dissatisfaction; for you see these games amuse *us* still, though we have played them over, you may easily imagine, before you were born: but then, we have both been at work, and therefore they are in a manner new to us.

6. If you, by previous study and attention, had obtained an appetite for pleasure, you would certainly have been pleased as easily as we are."

7. Little Laura, who, however young she was, by no means wanted understanding, was so struck with these remarks, as to discern that every one who would be happy, should take care to mix improving exercise with pleasing recreation.

8. And indeed, I know not whether, after such experience gained, the menace of a whole day's pleasure would not have terrified her, more than that of a whole day's labour.

### LESSON 29.—*The Rose Bush.*

1. "Who will give me some nice trees for my garden?" said the little Frederick one day to his brothers Augustus and Jasper, and to his sister Jemima. (Their papa had given them each a little bit of ground, to sow or plant as they thought proper.)

2. "Oh! not I," said Jasper. "Well then, I will," answered Jemima. "Let me know what sort of trees you would like."

3. "A rose-bush," cried Frederick. "Do but look at mine, it is the only one now left me; and the leaves, as you may see, are turned quite yellow." "Come then," said the lively Jemima, "come, and choose one for yourself."

4. On which she led him to a spot of ground that she cultivated; and the moment they had entered, pointing with her finger to a charming rose-bush, told him he had nothing else to do than take it up immediately.

5. "How, sister!" cried Frederick, "you have only two, and wish besides to give me up the finest! No, no; here is the least, and just such as I want."

6. "You do not know," replied Jemima, "how much pleasure I shall feel, if you will but take the other, Frederick."

7. "This may produce you scarcely any flowers next season; but the other will, I am certain; and you know I shall be as much pleased with looking at it elsewhere, when full blown, as if it had continued in my garden."

8. Frederick, overjoyed, approached the rose-bush, and took it up; while Jemima, much more pleased, assisted in the transplantation.

**LESSON 30.—*The Rose Bush, (concluded.)***

1. It appears that the gardener noticed this surprising piece of kindness in the little girl.

2. Away he ran, selected from a number of young Windsor pear-trees one which he thought the finest, and immediately conveyed it into Jemima's garden, planting it exactly in the spot which the rose-bush had occupied before.

3. Those who have a churlish nature scarcely ever are assiduous ; therefore, when the summer months were come, Jasper and his brother having never attended their rose-plants, their plants promised no great quantity of flowers ; and, to increase their disappointment, the chief part of those which they thought were coming, perished in the bud.

4. On the contrary, Frederick's rose-bush, in consequence of the great attention paid to it by Jemima and himself, bore the finest roses that the whole country could boast ; and, as long as it remained in flower, the happy Frederick always had a rose to stick in Jemima's bosom, and another for himself to smell.

5. Likewise did the Windsor pear-tree thrive surprisingly : it scattered a delicious perfume over all the garden, and soon grew so thick and lofty, as to yield a tolerable shade.

6. Jemima used to come and take her seat beneath it, when the sun was hottest, as her father always did ; when he would tell her charming

stories, some of which would make her all at once burst out a laughing, till her sides quite ached, and others produced such agreeable melancholy in her, that soon after she would smile with pleasure at the recollection of her sorrow.

**LESSON 31.—*Friendship in the Feathered Tribe.***

1. "I well remember," says Dr. Lettsom, "that when a school-boy, there was not one among us without his bird. There were two male linnets, who preserved during their lives, which were protracted for some years, the most inviolable attachment and friendship.

2. "These linnets were named Robert and Henry: they had not been brought up together, nor did they both belong to the same person.

3. "It was early observed, that, whenever one of the birds sang, the other joined; and at night, each slept on that side of the cage next his friend's.

4. "At length their attachment was more fully ascertained by this incident. It was customary to allow the birds to fly about in the chamber in which they were kept, on cleaning their cages.

5. "On one of these occasions, one of these linnets, being at liberty, flew to the cage of the other; and they were afterwards now and then indulged with the privilege of being together in one cage, when they uniformly expressed their gratification, by fluttering towards each other,



joining their bills together, and alternately gently pecking the tongue of their friend.

6. "At length it was resolved to allow one of these birds to fly abroad in the open air, whilst the other was placed out in its cage.

7. "I have known the friend left at liberty to mix for some hours with the wild linnets; for this was on a heath or common near the school-house; and regularly to return in the evening to his confined friend.

8. "This indulgence of the common was conferred alternately on Robert and Henry, and with the same undeviating attachment.

9. "They were never allowed this liberty together; and probably, had it been suffered, they would not have returned; for each seemed to enjoy the company of the wild linnets; but so indelible was their mutual attachment, that they preferred imprisonment together, rather than separation.

10. "One of these friends at length died, and the other pined away, and soon followed his deceased friend."

### LESSON 32.—*Select Sentences.*

Prosperity gains friends, and adversity tries them.

It is wiser to prevent a quarrel, than to revenge it.

Custom is the plague of wise men ; but the idol of fools.

To err is human ; to forgive, divine.

He is always rich, who considers himself as having enough.

The golden rule of happiness is to be moderate in your expectations.

It is better to reprove, than to be angry secretly.

Diligence, industry, and submission to advice, are material duties of the young.

Anger may glance into the breast of a wise man, but it rests only in the bosom of fools.

Sincerity and truth are the foundations of all virtue.

By others' faults, wise men correct their own.

To mourn without measure is folly ; not to mourn at all is insensibility.

Truth and error, virtue and vice, are things of an immutable nature.

When our vices leave us, we flatter ourselves that we leave them.

A man may have a thousand intimate acquaintances, and not a friend among them all.

The finest talents would be lost in obscurity, if they were not called forth by study and cultivation.

Idleness is the root of all evil.

The acquisition of knowledge is the most honourable occupation of youth.

**LESSON 33.—*Select Sentences, (continued.)***

Beware of false reasoning, when you are about to inflict an injury which you cannot repair.

He can never have a true friend who is often changing his friendships.

Virtuous youth gradually produces flourishing manhood.

None more impatiently suffer injuries, than those who are most forward in doing them.

No revenge is more heroic, than that which torments envy by doing good.

Money, like manure, does no good till it is spread.

There is no real use in riches, except in the distribution of them.

Deference to others is the golden rule of politeness and of morals.

Complaisance renders a superior amiable, an equal agreeable, and an inferior acceptable.

That politeness is best which excludes all superfluous formality.

By taking revenge of an injury, a man is only even with his enemy ; by passing it over, he is superior.

No object is more pleasing to the eye, than the sight of a man whom you have obliged.

No music is so agreeable to the ear, as the voice of one who owns you for his benefactor.

The only benefit to be derived from flattery

is, that by hearing what we are not, we may be instructed in what we ought to be.

A wise man will desire no more than he may get justly, use soberly, distribute cheerfully, and live upon contentedly.

A contented mind and a good conscience, will make a man happy in all conditions.

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LESSON 34.—*Select Sentences, (continued.)*

Ingratitude is a crime so shameful, that no man was ever found, who would acknowledge himself guilty of it.

Truth is born with us ; and we do violence to our nature, when we shake off our veracity.

The character of the person who commends you is to be considered, before you set much value on his praise.

A wise man applauds him whom he thinks most virtuous ; the rest of the world, him who is most powerful, or most wealthy.

There is more trouble in accumulating the first hundred, than in the next five thousand.

He who would become rich within a year, is generally a beggar within six months.

As to be perfectly just is an attribute of the Divine nature ; to be so to the utmost of his abilities, is the glory of man.

No man was ever cast down with the injuries of fortune, unless he had before suffered himself to be deceived by her favours.

Nothing engages the affections of men, more than a polite address and graceful conversation.

A more glorious victory cannot be gained over another man, than to return kindness for injury.

Philosophy is valuable, only when it serves as the law of life, and not for purposes of ostentation.

There cannot be a greater treachery, than first to raise confidence, and then deceive it.

It is as great a point of wisdom to hide ignorance, as to discover knowledge.

No man hath a thorough taste of prosperity, to whom adversity never happened.

Truth is always consistent with itself, and needs no invention to help it out.

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LESSON 35.—*Select Sentences, (continued.)*

There is a tide in the affairs of men, which, taken at the flood, leads on to fortune.

In the career of human life, it is as dangerous to play too forward, as too backward, a game.

Beware of making a false estimate of your own powers, character, and pretensions.

A lie is always troublesome, sets a man's invention upon the rack, and requires the aid of many more to support it.

Fix on that course of life which is the most excellent, and habit will render it the most delightful.

A temperate man's pleasures are durable, because they are regular ; and his whole life is calm and serene, because it is innocent.

We should take prudent care for the future ; but not so as to lose the enjoyment of the present.

It forms no part of wisdom to be miserable to-day, because we may happen to become so to-morrow.

Blame not before you have examined the truth ; understand first, and then rebuke.

An angry man, who suppresses his opinions, thinks worse than he speaks.

It is the infirmity of little minds, to be captivated by every appearance, and dazzled with every thing that sparkles.

The man who tells nothing, or who tells every thing, will equally have nothing told him.

The lips of talkers will be telling such things as appertain not unto them ; but the words of such as have understanding, are weighed in the balance.

The heart of fools is in their mouth, but the tongue of the wise is in his heart.

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#### LESSON 36.—*Select Sentences, (concluded.)*

He who is truly polite, knows how to contradict with respect, and please without adulation.

The manners of a well-bred man are equally remote from insipid complaisance, and low familiarity,

A good word is an easy obligation ; but not to speak ill, requires only our silence, and costs us nothing.

Wisdom is the gray hairs to a man, and an unspotted life is the most venerable old age.

Let reason go before every enterprise, and counsel before every action.

Most men are friends for their own purposes, and will not abide in the day of trouble.

A friend cannot be known in prosperity ; and an enemy cannot be hidden in adversity.

He who discovereth secrets, loseth his credit, and will never secure valuable friendship.

Honour thy father with thy whole heart, and forget not the kindness of thy mother : how canst thou recompense them the things they have done for thee ?

The latter part of a wise man's life is taken up in curing the prejudices and false opinions he had contracted in the former part.

He who tells a lie, is not sensible how great a task he undertakes ; for he must be forced to invent twenty more to maintain it.

The prodigal robs his heirs ; the miser robs himself.

True wisdom consists in the regulation and government of the passions ; and not in a technical knowledge of arts and sciences.

Economy is no disgrace : it is better to live on a little, than to outlive a great deal.

Almost all difficulties are to be overcome by industry and perseverance.

A small injury done to another, is a great injury done to yourself.

The weapon of the wise is reason : the weapon of fools is steel.

Never defer that till to-morrow which can be as well performed to-day.

You must convince men before you can reform them.

A man's fortunes may always be retrieved, if he has retained habits of sobriety and industry.

No man is ruined who has preserved an unblemished character.

Habits of tenderness towards the meanest animals, beget habits of charity and benevolence towards our fellow-creatures.

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### LESSON 37.—*Rural Pleasures.*

1. The culture of the fields and gardens is one of the most agreeable employments, and perhaps the only one that is repaid by a thousand pleasures for the trouble it gives.

2. Most works confine men to a room or shop ; but he who devotes himself to country pursuits, is in the open air, and breathes freely upon the theatre of nature.

3. The blue sky is his canopy, and the earth, spread with flowers, is his carpet. The air he breathes is not corrupted by the vapours of cities.



If he has a taste for the beauties of nature, he can never want pure and real pleasures.

4. In the morning, soon as daybreak again opens the view of the creation, he enjoys it in his fields and garden. The dawn proclaims the near approach of the sun.

5. The grass springs up again revived, and its points shine with dew-drops, bright as diamonds. Perfumes from herbs and flowers refresh him on every side.

6. The air resounds with the songs of birds, expressive of their joys, their loves, and their happiness. Their concerts are hymns of praise to the Creator.

7. Would it be possible, at the sight of so many pleasing objects, that the heart should not be touched with delight, with love, with gratitude towards God? What tends still more to render it agreeable, is the variety of objects it affords for our inspection and improvement.

8. There is a great variety of shrubs, fruits, herbs, trees, which we plant, and which present themselves to us in a thousand forms. Some we see springing out of the earth; others rising high, and opening their buds; others again in full bloom.

9. Wherever we turn our eyes, we see new objects. The heavens above, and the earth beneath, afford us a fund of pleasure and delight.

<sup>KL</sup> 10. Bless, bless the Lord. Praise him for his works, and trace him in every field, and through

every operation of active nature. It is he who ordains the return of spring, and tells the harvest when to fill the granaries with corn.

11. When the soft breath of the zephyrs (emblems of his goodness) comes in spring to warm the air, let us think of him. When in autumn the boughs of the trees bend under the weight of his gifts, let us remember him; he crowns the year with his blessings.

12. He is the source of all good. He sends rain to water the barren field; and it is through him alone that the earth becomes fruitful. Behold the forest, the river, and the vale; they all manifest traces of his goodness. We find him in the enamel which adorns them. Everywhere we trace the Lord.

## CHAPTER IV.

### CONVERSATIONAL PIECES.

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#### SECTION 1.

#### SENTENCES FOR CONVERSATION.

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#### LESSON 1.

What o'clock is it?

It is six o'clock.

Is it so late as that?

Yes, it is.

Do you know his name?  
I will go to that school to-morrow.

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LESSON 4.

Please to give me a book.  
Open your book.  
Where shall I begin?  
That is a hard word.  
This is very easy.  
I can pronounce that letter.  
He pronounces very well.  
He speaks like a European.  
I cannot read that word.  
Let me hear you spell it.  
Where is to-day's lesson?  
Begin at the second page, fourth line.  
Yesterday I left off here.  
I have learned my lesson.  
Can you say it by heart?  
Why don't you begin to read?  
Do not read so loud.  
You read too low.  
Make a pause where there is a stop.  
Do you understand?  
No, I don't understand.  
Tell me the meaning in Bengálí.  
I do not know the meaning.  
These are very easy words.  
If I speak wrong, correct me.  
Tell me if I speak wrong.

## LESSON 5.

Ten lines are enough for one lesson.

How many lines shall I read ?

How far shall I learn ?

Have you set him his lesson ?

Taráchánd is clever ; he learns very fast.

Balái is a very stupid boy.

He forgets all I tell him.

I told him six times over.

Dayárám has a very good memory.

He remembers everything.

Shut your book.

Translate that sentence into Bengálí.

Say it without looking at your book.

This letter is not plain.

What figure is this ?

Read in a proper tone.

Read by turns, one boy after another.

It is not your turn to read.

Why do you speak before your turn ?

Jaychandra, go below.

Gobinda, take his place.

Titurám was at the head of the class.

Balarám is at the bottom of the class.

He made a mistake.

Read the lesson straight forward.

Read backwards.

Do not read so quick,

I cannot hear you.

Some boys read loud, some low.

All be silent except the boy who reads.

Two or three boys are speaking at once ; what sort of reading is this !

This is the lesson you read yesterday.

Monitor, make a mark where the lesson ends.

Give very short lessons.

Learn as many as you can.

They learn five and six lessons in a day.

Does no one in the class understand this ?

Monitor, explain it to them.

He is the least in the class.

He is a very sharp boy.

He beats all the others in learning.

How long has he been in the school ?

How many scholars are there in the school ?

Here is no disorder.

I never saw such a school before.

Shut your books, and sit down.

Lay the books on the desk.

Write on slates.

The monitor will dictate.

The other boys will write.

You must write faster.

Monitor, correct the mistakes.

Read what you have written.

He cannot read his own writing.

You write too close.

Write the words separate.

This is very crooked writing.

Draw a straight line.

Slant the letters more.

Write your name at the bottom.

He cannot spell his own name.

### LESSON 6.

Write a letter from dictation

Write from your own head.

Hold your pen not so upright.

Copy from the book before you.

Please to mend my pen.

The slit of the pen is too long.

You have cut it all away.

Do you know how to cipher?

Do you understand accounts?

Take your slate, and write a sum in addition.

Place the figures one under another.

Units under units, tens under tens.

Cast up the sum, and prove it.

It is done ; it is all wrong.

It is all right.

Correct his mistake.

Bangshidhar, you begin.

Stop there.

Each boy read one word.

Read to the end of the line.

Mind the stops.

Why do you leave off where there is no stop?

Where are your books?

Where did you lay them?

## LESSON 7.

I cannot find my pen.  
 Some boy has taken it.  
 What are you looking for?  
 I have looked all over the school.  
 This pen will not write.  
 I cannot write with this pen.  
 Who has blotted my paper?  
 Scratch it out with your penknife.  
 The book will not stay on the desk.  
 The inkstand has fallen down.  
 Take up the inkstand.  
 Let me look at your writing.  
 He has ~~taken~~ my inkstand.  
 I have got no paper.  
 Send Rámchánd your book.  
 Stand up to read.  
 How can I read without a book?  
 Look over Jagabandhu.  
 Stand in your proper places.  
 See how dirty your slate is!  
 Who has daubed my slate.  
 Wash your slate, and wipe it clean.  
 Stand before me.  
 Sit beside Chandí.  
 Stand both together.  
 Rámjay, what are you doing?  
 Where is the head monitor?  
 The second monitor is absent.  
 He has been absent four days.

Why have you come so late ?  
 He comes late every day.  
 I came before the school was open.  
 The school opens at six o'clock.  
 It is shut at ten.  
 School closes at ten o'clock.

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### LESSON 8.

Here is room.  
 There is no room.  
 I have not room to write.  
 Look at your book.  
 Why do you look at me ?  
 Why don't you speak ?  
 Why do you look about you ?  
 Attend to the monitor.  
 You have inked your hands and face.  
 Go and wash your hands.  
 See how you have daubed your book !  
 Take his place.  
 He lost his place by making a mistake.  
 Monitor, what is that noise in your class ?  
 Show him where to begin.  
 Turn over leaf.  
 Look at the page before that  
 I have lost the place.  
 How do you know it is so ?  
 The teacher told me.  
 Why did you not correct him ?  
 Monitor, ask the meaning.



They give the answers very well.  
 Ask leave to go out.  
 It is time to write the attendance.  
 Hang up your slates.  
 Put by your books.  
 It is time to go home.  
 What time shall I come in the afternoon?  
 This is an excellent way of learning.

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### LESSON 9.

I shall soon be able to speak.  
 Always speak in English when you can.  
 I am ashamed to speak, because I make mistakes.  
 Do not be ashamed because you make blunders.  
 Except you converse, you will never be able to  
 speak.  
 Endeavour to pronounce well.  
 This word has two meanings.  
 These words have both the same meaning.  
 Will that word do in this place?  
 No, it would alter the sense.  
 The meaning would be contrary.  
 Tell me where I may use that word.  
 Tell me its different meanings.  
 It is very seldom used.  
 It is a very common word.  
 It is seldom used in conversation.  
 By practice in speaking, errors are corrected.  
 He has learned only a short time.  
 He has made great progress.

I wish I could speak like him.  
 Everybody understands him.  
 I have heard him speak.  
 I did not understand what he said.  
 He spoke in high language.  
 He studies several hours at home.  
 He speaks in common language.  
 I do not know rightly how to express what  
     wish to say.  
 The idiom of the Bengálí and English languages  
     is so different.  
 Everything is acquired by application.

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## SECTION 2.

## DIALOGUES.

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LESSON 1.—*Dialogue between a Gentleman and a Scholar.*

*Gentleman.* Good morning. How do you do?

*Thomas.* Very well, sir, I thank you.

*G.* It is a long while since I had the pleasure of seeing you. How have you been since that time?

*T.* I have been very ill.

*G.* In fact, you do not look so well as you used to do. But where have you been these last six months?

*T.* I have been at an academy, sir.

**G.** I did not know that.—How long have you been here ?

**T.** Ever since last week.

**G.** Did you sleep well last night ?

**T.** I did not sleep a wink all night long.

**G.** How does your brother do ?

**T.** He is not very well, thank you, sir ; he has a sore throat.

**G.** And your sister ; how does she do ?

**T.** Not very well, sir, she has a <sup>small</sup> pain in her side, and fever.

**G.** ~~She~~ must be visited by the doctor. She looks of a very weak constitution.

**T.** Yes, sir, she is very delicate.

**G.** What physic does she take ?

**T.** She takes bark, and other medicines.

**G.** And how does your cousin do ?

**T.** Which do you mean, sir ? the one that is in the navy ?

**G.** Yes.

**T.** He is in the country.

**G.** Has the country done him any good ?

**T.** The baths and exercise have done him a great deal of good.

**G.** Has he recovered his strength ?

**T.** Yes, sir. He is only a little pale, and stoops a little.

**G.** If I thought your cousin would be glad to receive his friends, I would set off to-night to visit him in the country.

**T.** I believe he will be very glad to see you.

**G.** Then I will go and see him to-day. Good bye.

**T.** Good morning, sir.

## LESSON 2.—*Ice.*

1. "O father!" said little William one day, running into his father's room, "do pray come with me; the Bhisti is wetting all the tatties very much, and the wind is blowing very strong; and it is so cold, quite as cold as England can be, I think."

2. Henry, who was busy doing a sum, could not help laughing, and said, "No; I do not think it is quite as cold. Do you, father? and there is no ice."

3. "Not quite so cold; but, to please William, we can go into the west room," said his father.

4. When they came there, they found it very cold and chilly; but their father said, there was a great difference between that cold and the cold of England. "How much difference?" said William.

5. "When you are older," said his father, "I will show you how to know the difference; but you are too young yet to understand me."

6. "Henry said something about ice. Father, I am not too young to understand what ice is," said William.

7. "Ice is frozen water," said Henry. "But

I do not know what frozen water is," said his brother.

8. "I will tell you," said his father. "When it is very cold, much colder than it ever is in this part of India, water and many other fluids become solid, and then they are said to be frozen: you know the difference between fluid and solid. When water becomes solid, it is called ice."

9. "I know the difference between fluid and solid; but I cannot think how cold can make water solid," said William.

10. "And I cannot explain it to you. There is a great deal about ice, that very wise people do not understand. It can be made, in very small quantities, by several means; and, in Calcutta, milk is often frozen, and mixed with sweetmeats, and called ice-cream, for people to eat: but in England, in the winter, the water in the ponds or tanks freezes.

11. "Ice is now brought in ships to India from the cold countries, where the water freezes in winter. Some melts by the heat on the way; but a great part arrives safe, and is stored for use in houses sheltered as much as possible from the heat, which are called Ice-houses."

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### LESSON 3.—*Ice, (concluded.)*

1. "But, father, what do they get to drink in England, when the water is all solid?" said William.

2. "It does not all freeze : besides, they do not drink the water of ponds, or tanks, or rivers, but spring-water, as it is called, which springs or rises from under ground ; and it does not freeze," said his father.

3. "But how do the ships and the boats sail in rivers, if the water is solid?"

4. "They are forced to wait until the ice melts again : but large rivers in England do not often freeze completely ; the cold is not great enough, and does not last long enough. Henry will tell you the name of the river which runs through London."

5. "Yes, it is called the Thames ; and you told me that it was once so much frozen, that people, and carts, and horses, could go over it ; and that they lighted a very large fire on it, so large that they were able to roast a whole ox."

6. "Oh ! how I should like to walk over a river," said William ; "I could look down, and see what the fishes were doing : but then, if the water is all solid, how could they live, poor creatures ? Did you look down at the fishes, father, when you walked over the Thames?"

7. "I did not tell you I walked over the Thames," said his father ; "but I once, for three or four weeks, walked every day over a much smaller river in Scotland that was frozen."

8. "But all the water of the river is not frozen ; there is a stream running under the ice, in

which the fish can live : but I believe some of them are torpid, as it is called, or asleep, during the time the river is covered with ice.

9. "River water is not very clean, you know ; and that is one reason why the ice is not transparent : and I did not see the fishes.

10. "But when the dew on the branches of the trees freezes, it is very clear and beautiful, and takes a great many pretty shapes : they are called icicles, and they look like pieces of cut glass hanging from the trees."

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#### LESSON 4.—*Snow.*

1. "I have been thinking how they might get water, father," said William : "they might catch the rain-water as we do here, and drink it."

2. "It does not rain," said his brother, "it snows." "What does that mean, father ? what is snow ?" said William.

3. "It is frozen rain ; but it does not look like ice ; it looks like a shower of very beautiful fine white feathers.

4. "And, after a heavy fall of snow, the tops of the houses, the fields, the trees, wherever you look, are quite white, as if they were covered with feathers, but much whiter than any feathers, for whatever is put by the side of snow looks dirty ; and when people want to say anything is very white, they say, As white as snow.

5. "How pretty the fields and gardens must look ! Do they remain so for a long time, or only for a few minutes ?" said William.

6. "Sometimes the snow lies for many weeks, and it is very deep, and very hard," answered his father.

7. "What does every one do when the ground is covered with snow ? how can they run about ?" asked William.

8. "As long as the cold days last, the snow remains hard," said his father ; "and little boys like better to run about then, than in summer."

9. "They take up the snow in their hands, and make snowballs, and throw them up in the air, and at each other : and sometimes all join together, and make one large snowball, so big that no one can move it : then, when they are tired of that, they go and slide over the ice, much quicker than you can run."

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#### LESSON 5.—*Snow, (concluded.)*

1. Henry's father continued : "When the children come out of school at noon, on a fine frosty day, they are obliged to run, and jump, and slide, and skate, to keep themselves warm.

2. "When they slide on the ice, they first run a few two or three steps, and then the ice is so slippery, they have nothing to do but to keep themselves steady, and they move along with great quickness, just as if they were blown.



3. "The bad sliders sometimes fall, and all their companions laugh, and they laugh too, and jump up, and try again.

4. "When they can slide very well indeed, they fasten on their feet wooden shoes, with a piece of iron at the bottom of them; these are called skates: and now they do not move straight on, but describe different figures on the ice. It is very amusing to look at the skaters."

5. "I wish we had snow here to make snowballs, and ice to slide on; I would soon learn to slide; it would be so pleasant, much better than these hot days, when we cannot go out, and jump and run and play.—I should like them so much," said William.

6. "I have no doubt," said his father, "you would like to make snowballs, and to slide, and to run about on the snow; but perhaps you would not like the cold of the days and the nights, when the ground is covered with snow, and the tanks with ice.

7. "Sometimes it is so very cold, that all the running, and jumping, and sliding, and skating will not take away the pain in your fingers and toes; and if a snow-storm comes on very suddenly, it sometimes buries cows, and sheep, and even men beneath it."

8. "That is very dreadful; I should not like such very cold weather."

LESSON 6.—*The Baskets.*

1. Henry and William rode out every morning before sunrise, on their little horses; and they had frequently a great deal to tell to their father and mother during breakfast.

2. One day William began, as soon as they were seated;—"We have seen some very nice baskets, mother, this morning, that we are going to buy, if you will give us four pice apiece."

3. "What sort of baskets are they, my dear?" said his mother.

4. "They are round yellow straw baskets, with covers, and they are cheap; we can buy one for you, and one for my father," said William.

5. "We are much obliged to you," said his father; "but what are we to do with the baskets?"

6. "Oh, they are very useful," said Henry; "you can put anything into them. William and I mean to keep everything in them quite safely."

7. "What sort of things? Will your kite, or your bat, or your hoop go into the baskets?"

8. "No, not these large things; but our balls, and our strings, and our tops will go in," said William.

9. "But you keep these all quite safely in your box now, and what is the use of taking them out of the box to put them into the basket? do you think they want change of air?" said his father.

10. "No, father, I do not think that," said William, "but we thought the baskets would be

very useful ; and they are so cheap, only four pice each basket ; that is very little, and we will take great care of them ; and you know, father, you said the other day you thought my box was too full, and it takes a great deal of trouble to put everything quite even, or it will not lock."

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LESSON 7.—*The Baskets, (continued.)*

1. "It is not wasting money to buy useful things," said Henry.

2. "There are a great many useful things I cannot buy," said his father.

3. "Why cannot you buy them?"

4. "Because I have not money enough to buy them," answered his father.

5. "Oh, but the useful things you want would be very dear : now these baskets are very cheap ; two of them will only cost eight pice, and that is *very* little," said William.

6. "If you were to spend eight pice every day, in eight days that would be one rupee, and in one month four rupees," said his father.

7. "But we should not want to buy a new basket every day ; these will last a long time, a great many months, perhaps more than a year," said Henry.

8. "Did you buy nothing yesterday?" inquired his father.

9. "No, nothing that I remember," said Henry. "Nor I," said William.

10. "Did you not buy the sight of the conjurers? and they got eight annas."

11. "Oh yes, father; but you said they were *very* clever, and you were sorry they spent so much time and pains in learning to be idle."

12. "Yes, I was sorry; but they got eight annas for showing you and your brother their tricks, for your mother and I had seen them often before," replied his father.

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LESSON 8.—*The Baskets, (continued.)*

1. "Well, that was eight annas yesterday; but there was nothing the day before," said Henry.

2. "I think it was the day before, you said the strings of your kites were so old you could not fly them any more, and you came to your mother for new ones."

3. "Yes, so it was; but the strings of the kites are only thread; we have not got the proper strings for our kites. They are very dear, you know; but ours cost only two or three pice; and the old strings broke so often, we were obliged to leave off flying our kites, and play with our bows and arrows."

4. "And how long ago is it since the bows and arrows were made? This is Friday, and I think it was on Monday. What did they cost?" said his father.

5. "Oh, they did not cost anything; the carpenter made them, and he took only half a day to

make the two bows, and fifty arrows for each of us : we had the string before," said Henry.

6. "That was not very much, I confess," said his father ; "but still, they cost half a day's work of the carpenter, which is two annas."

7. "But two annas is very little, compared to what some children get. You know, father, when James was staying here, his mamma was so sorry because no toys were to be had in the bazar ; and he is older than we are. He has two or three baskets quite full of wooden cups and saucers, and mugs, and teapots, and wooden houses, and elephants, and camels, and all sorts of things, a great many of them broken and destroyed," said William.

8. "And were these useful things ; or only useful to break ?" asked his father.

9. "No, these are not useful, but I wanted to tell how many useless things other children have ; and if they spend so much money on useless things there is no harm in our spending a very little on useful things.—Do you think there is, father ?" said Henry.

#### LESSON 9.—*The Baskets, (continued.)*

1. "I do not think we can determine that till we are quite sure you do spend so very little.

2. "In the last month you have had a great many new toys, such as tops, kites, hoops, balls, and you have seen several sights, such as the co

jurers, the bear that wrestled with his keeper, the goat and monkeys, and some others.

3. "All the little sums that have been paid for them amount to more than four rupees; and four rupees would do a great deal of good: it would feed two poor old helpless creatures who are not able to work.

4. "I know you have each of you given some of your own pice to poor people; and I do not mean to say you should not have some useful playthings, and some amusing books: but, if you get into the habit now of buying or asking for everything you see, which you think will be useful, how will you find money to supply you when you grow older?

5. "It is very wrong indeed, to throw away money on useless things; but it is quite as wrong to spend money we cannot afford on useful things," said his father.

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#### LESSON 10.—*The Baskets, (concluded.)*

1. "We do not want to spend money you cannot afford, father; but don't you think you can afford to buy the baskets?"

2. "I do not want to buy the baskets; it is you who want to buy them, my dears; and can you afford it?"

3. "We have no pice, not one; we gave the two we had to that poor little *coolie*, that was so thin, and looked so sick; we have only a very

little money now : but you can afford it, and you always give us useful things that we ask for, father ; and will not you give us the money to buy the baskets ?”

4. “ We have not yet settled that these baskets are such very useful things, for they will not hold anything but what is already in the box : neither the kite, the hoop, the bat, nor the bows and arrows, will go into them.

5. “ However, if you wish so very much to buy these baskets, to give the balls and the tops change of air, your mother will give you the money, I have no doubt.

6. “ But we are going to make a bargain with you. Now you are growing older, and have more sense, you shall each of you get a certain sum every week, and you must pay for your own amusements ; and that will teach you the habit of not spending money, even on useful things that you cannot afford.”

7. “ How much money will you give us, father every week ?”

8. “ We will consider, and we will begin from next week.”

### LESSON 11.—*The Squirrels.*

1. “ But did you see nothing else but the wonderful baskets in your ride this morning ?”

2. “ Oh yes, we saw a great many other sights

but the baskets were the last things we saw, quite close to the gate, so we told you about them first.

3. "But, as we were riding along, we passed under a fine large tree, so full of squirrels, hopping about from branch to branch so quickly, they almost looked as if they were flying.

4. "I tried to catch them when they came low down; but the little fellows were so nimble and lively, they were far out of reach in a moment.

5. "They are very pretty creatures, and they seemed so happy. I wish I could jump like them, and then I would be as happy and as merry as the little squirrels," said William.

6. "I do not think the squirrels are much happier or merrier than you.

7. "If a hawk were to pounce down from the clouds, or a cunning snake to crawl out from the ground, when you were in your tree, you would wish yourself little William again," said his mother.

### LESSON 12.—*The Decision of Cyrus.*

1. *A.* Can you shoot at a mark? My father has given me a bow and arrows, as a reward for learning a lesson well: shall we try to shoot with them?

2. *B.* With all my heart. I wish to hit a mark; let me try first.

3. *A.* No; have patience, and let those who are older be served before you. When I have shot,



sionate natures, affected by the sight of a fellow-creature in distress, bestow that money to relieve the misery that touched them, which they had long owed to their creditors.

12. This error arises from imbibing false notions, or from want of sufficient reflection to distinguish between justice and humanity.





